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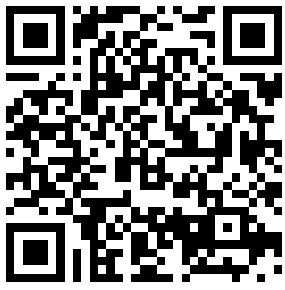

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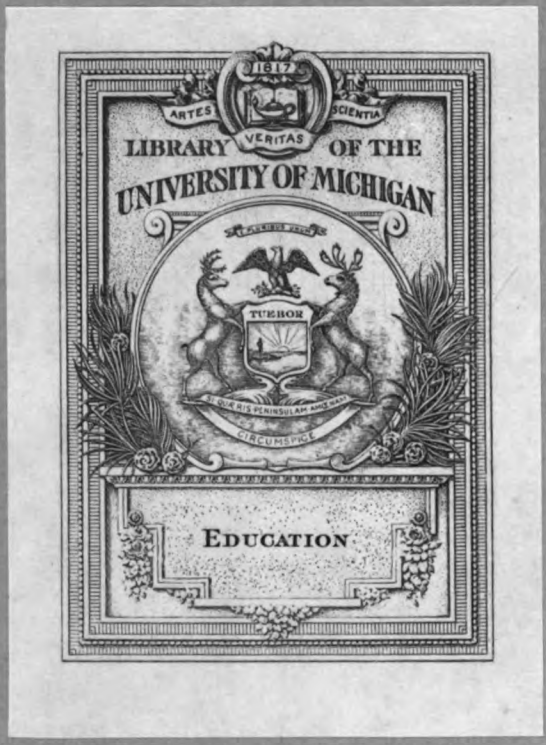

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University Entrance Scholarships: Subjects and Standards

I.—THE SCHOLARSHIP SYSTEM

By DR. CYRIL NORWOOD, President, St. John's College, Oxford

THE system of awarding entrance scholarships to the Colleges of Oxford and Cambridge by means of an open competitive examination is not only peculiarly characteristic of our educational system, but also exerts the profoundest influence on the curriculum and the whole intellectual life of our schools. The work done in this examination by the best products of our secondary education reaches a standard which is certainly equal to the highest standards attained at that age in any country, and it is no exaggeration to say that the whole work of successful schools is primarily directed to the giving to able boys of the best possible tuition to ensure success. Open scholarships are the rare and refreshing fruit which the schools hope to gather. I remember a sixth form classical master of exceptional ability who always wrote on the school report of a boy in the term in which he won a scholarship the legend *Finis Coronat Opus*. Some would have said that it was not the end, but a foundation that was laid, and that a true scholar's career was only now beginning. But that master was a realist. To enable the boy to win an award was the school's job, and when the award was made the school's job was done. Most schoolmasters, if they are quite sincere, would own that they feel the same, and that they experience a glow of legitimate satisfaction. For such a success, after all, is the only question valuable and trustworthy evidence that the pupils, judged by skilled and unbiassed critics, have been picked as the best from a field which is open only to the industrious and the able. And if a large school never wins a scholarship every one knows that there is something wrong somewhere.

Since the test is so important to a school's standing and reputation, and so critically decisive of the individual's career, it is relevant to consider the system under which the awards are made. At Cambridge it is roughly true to say, that all the eggs are put into the basket of a single week, and all the Colleges contend for all the candidates at the same time. This has the merit of getting it over and done with. But it is hard on the individual candidate who happens to suffer from physical indisposition or accident in that particular week: it is hard on the individual college, whose reputation is not so high as that of some of its competitors, since it never gets the chance of electing from the ablest competitors. And surely a more even distribution of ability would be good for the individual colleges and for the University as a whole. There is the further difficulty that the number of candidates is very large and runs well into the second thousand; the burden thrown on the examiners is very great. They are bound to work rapidly, and to a certain extent mechanically; the final issue must be decided by an aggregate numerical mark. Those therefore who put their faith in cramming, particularly in the case of pupils who are not first class, will tend to be naturally attracted by the Cambridge system. If they had more time, and if they worked in smaller groups, the Cambridge examiners would enjoy surer means than they at present possess to prevent them from preferring performance without real promise, to promise of real performance.

Oxford follows a different method. The colleges divide themselves into three groups, which examine in December, January, and March, and they take it in turn to be first, second, and third in order. Throughout the winter terms there are also a number of examinations for scholarships in particular subjects, and one or two colleges are outside the system altogether. Roughly it may be said to be true that Oxford relies on throwing the net three times to the one of Cambridge, trusting to the more intensive study of the smaller field which is thus rendered possible. Practical experience shows that the good candidates are to be found in the first and the third groups, and that the second group in January proves frequently to be rather sterile of ability. Boys are tired at the end of the Christmas term, and the distraction of the holidays does not add to their mental or physical fitness. There is not time for strengthening weak places, or for widening reading, within the limits of a single month, while within the same period there is opportunity for an ambitious sixth form master, as is certainly done in one, and probably more cases, to herd his victims into a pen for feeding where good digestion does not wait upon appetite. In neither case do candidates, whether crammed or uncrammed, show their true form. It would probably be better if Oxford were to content itself with two main groups, and if Cambridge were to follow the same system. If the two Universities were to examine in the same week before Christmas, and in different weeks in the Lent term, and if the colleges took it in turn to be earlier or later, there would be then three opportunities in the year for a candidate to prove his merit, and both on the side of the examiners and the examinees the system would be more workable. However, this is a situation in which candour compels the confession that human jealousies are not unknown, and that there may be colleges, for whom

> " the good old rule
> Suffices them, the simple plan
> That they should take who have the power
> And they should keep who can."

Whatever the ideal arrangements may be, it is doubtless true that the method and technique of the examination will change from time to time: there is no case for a violent change of system. It is pointed out by some, that there is a conflict between the curriculum imposed by the

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scholarship examinations and the work that has to be done for the Higher Certificates, and it is argued that it would be better if the Higher Certificate were to become the sole and undistracted business of the schools, that those who did well enough in that examination should be certified as of scholarship standard, and that a system should be found for allotting these candidates to the colleges. This, it is argued, is the method by which State Scholarships are now awarded, and it might well be extended. It sounds simple, but it assumes some things and ignores others. It assumes, for example, that the Higher Certificate is the best course of study in itself; it assumes that the Higher Certificate examination is good for the purpose of selecting real ability. It ignores and removes from the arena altogether the human factor; the tutor will be debarred from looking for the congenial pupil. It would destroy the individuality which is still the strongest merit of our educational system. It would create a system which would be very slow to adjust itself to educational change. It would, indeed, be better to revert to the old chaotic days where each college examined when it liked in whatever subject it liked, than to subject the whole higher school education of the country to the inevitably deadening influence of a single examination.

Of course it is easy to make a case against these competitive tests and to paint a lurid picture of the strain imposed, of meagre students grown double over their books, of brains prematurely exhausted by work that is too early and too intensive. It would be a highly exaggerated picture. The criticisms which can be justly made upon a purely academic examination which is imposed on all boys and girls cannot be brought against tests by which students of picked academic ability are judged in competition with one another. Here purely intellectual tests are in place, and the careers of the successful candidates both at the universities and in later life are sufficient proof that no harm is done by the intellectual competition in their eighteenth year. But it is not so easy to answer the criticism that the standard of knowledge demanded in the selected field is too high and too narrow, and involves undue neglect of the claims of general culture.

There are, it is said, too many who win scholarships, but who are not educated in any real sense of the term. It is easy to say that the schools ought not to bring up their pupils in this way, and the colleges ought not to elect such one-stringed harpists to their scholarships. It is easy, and it is true, to say it, but the answer is that they do; teachers on one side, and examiners on the other, are sincerely convinced of the importance and value of a good general education, they see and approve the better course, but the worse is what they actually follow. Will a college refuse a first-class chemist because his essay and general paper are a revelation of an unstored mind and an incompetent pen? or a really good historian because his knowledge of Latin and French are distinctly shaky? or a good classic if he plainly knows nothing else? It may be that some do, but most do not: at any rate, such is the firm belief in the schools. Consequently, when the school has a precociously able boy, who wins his school certificate at 14, the way is at once cleared for his specialization. He is turned at once into his appropriate paddock, there to graze until he is 18 plus, and the day of testing is due. He will, during these formative years be spending something like two-thirds of his time on the special subject which he knows to be all important to him: the other periods he will regard as comparative relaxation, for sub-consciously at any rate, he holds them to be unimportant. He will in all probability have attempted much that is far better left until the university stage: he runs the risk of having exhausted the interest of his subject before he comes to what should really be the higher stages. Particularly, I think, is this the case with history, where it is by no means an uncommon thing to find a candidate who for three years has read textbook after textbook, but never got his teeth into any great work, who is already tired and stale, and yet would shrink with alarm if his tutor asked him to read a simple book in French, or to translate an easy Latin text. I have known a mathematician who told me that his education never began until he had taken two first-classes, and was set free from the tyranny of his subject. All this is evidence of grave educational defect, and the result of the process, the frequent occurrence of the uneducated specialist in public affairs, is a real danger in the public administration of the country's life.

I have heard men of science say that in a general committee they have found it hard to understand the thoughts and point of view of their non-scientific colleagues: I have heard it still more frequently asserted by the laymen that the scientists do not seem to have an idea outside their own subject, nor any understanding of the general effects of their proposals. All this is really a criticism of our educational system which turns out specialists rather than men of culture, specialists who are not very capable of appreciating needs and standpoints other than their own. There are doubtless several causes for this, but the main cause lies in the competition for open scholarships, and the resultant screwing up of the standard in the different special subjects. The advanced courses approved by the Board of Education were meant to be a defence against this danger, but have proved in practice very inadequate. They are themselves too specialized, and after all it is the scholarships which count.

A more excellent way has been suggested by certain Oxford colleges, which offer scholarships in history, in a circular which has been issued by their joint authority. They state that their object is to interfere as little as possible with school work, and to elect on promise and not by bulk or variety of historical knowledge. "A boy," they say, "may as well be elected for his essay or his general paper as for knowledge of an historical kind. He is judged by what he does, not by what he leaves out or does not know." The importance of a working knowledge of Latin and French emphasized, which it is the schools' business to give. Substantial works are recommended, the reading of which will furnish a boy's mind, not only with material, but with a sense of standard. The candidate is not expected to cover the whole or even the greater part of the ground of the purely historical papers. All this is most excellent doctrine, and it is to be hoped that the practice of the colleges is on the same level as their theory. For if similar ideas can be worked out in reference to the other subjects, classics and modern languages, mathematics and sciences, the only serious defect of the scholarship system will be removed. But so long as the schools believe, as so many of them do at present, that the bulk of the essays and the general papers go into the waste paper basket, and do not affect the ultimate award, so long a one-sided and damagingly narrow curriculum will be followed by the clever specialist.

On the whole the system works, and in addition the system of assessing the financial awards, though complicated, does mean that the son of a poor man has full access to the university course. It is indeed easier for the son of a working-man to proceed to college than for the sons of many middle-class homes. Whether this is altogether good, who shall say? In any case its full discussion is too long and too technical for a satisfactory treatment here. Suffice it to say that the general issue that the scholarship system forms an unfitting crown to the secondary education of the country, and that it should always be remembered that without it our standard in humane letters, and particularly in the study of the ancient civilizations, would in all probability irretrievably impaired.

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School Examinations Surveyed

XIII.—GENERAL SCIENCE

By S. V. BROWN, M.A., Vice-Principal of the Liverpool Institute and Chairman of the Science Masters' Association

THE number of candidates taking General Science at School Certificate stage is very small: although actual figures are not given in the latest reports available, it is certain that the proportion is less than 20 per cent and probably even less than 10 per cent. If, however, the recommendations of the recent Panel of Investigators are adopted, the subject will become compulsory for all candidates offering science in Group 3 and, in consequence, the numbers will increase enormously. Such a proposal will undoubtedly bring about great changes not only in the scope and teaching of science up to School Certificate stage, but also in the advanced courses and even in the universities.

It would perhaps be well first to consider exactly what the term "general science" means, and it will be seen that though theoretically it means to-day just what it always has meant, in practice it has come to represent something quite different.

Science is, of course, a comparative new-comer to the curriculum of a public or day school and only dates back roughly seventy years. And though it was introduced into both types of school at about the same time, its development has taken strikingly different lines in the two types of school mentioned. In the public schools, the struggle to introduce science into a curriculum dominated by a classical tradition was prolonged and severe. In the early days such science as there was consisted of optional lectures, not following any systematic or progressive course and with little or no experimental work. The Report of the Royal Commission on the Nine Public Schools (1863) completely changed the course of science teaching in such schools by recommending that all boys should, at any rate during part of their school life, learn some branch of natural science. And for a time, natural science, in the fullest sense of the term, was taught as a philosophy.

A few years later, Oxford and Cambridge began to offer scholarships in natural science and at once a great change came over the situation, for were there not prizes to be gained and emoluments to be had? The broad course gave way to the narrow specialized one, and the needs of the many were sacrificed to the interests of the few. The professional scientist developed the examination and, consequently, the curriculum and teaching along narrow and specialized lines.

Thus was general science left to be the Cinderella, taken only by the weaker brethren or by the non-science specialists as a gentle relaxation between bouts of the classics. For the scientists, formal chemistry and physics became established along strictly academic lines. In the day schools, science, almost from the beginning, was divided up into the more or less specialized compartments of chemistry and physics: later, botany, biology, agricultural science, zoology, and geology were added. Each of these subjects is taught and examined as a separate subject, and it is quite exceptional to find a candidate offering more than two for examination. The majority of boys' schools offer chemistry and physics, whilst it is common to find that girls' offer one only, namely botany.

But the practice of awarding credits in the School Certificate examination to enable a candidate to obtain a Matriculation certificate, caused a variation in this quite simple scheme. A candidate offering chemistry and physics had the opportunity to acquire two credits, but a weaker candidate might conceivably fail to get even one. But such a candidate might get one credit by taking the general science paper or one of its near relatives, say physics with chemistry. Here again then the general science paper was relegated to the weaker candidates. It does not, however, altogether follow from this that general science or "physics with chemistry" is a "soft option." The writer knows many examples of whole forms of good candidates obtaining very poor results, whilst other forms containing very poor candidates have done exceedingly well. This has happened too frequently to be accidental. General science from an examination point of view is at present more accurately described as an unsatisfactory subject.

General science, therefore, is not then the general fundamental basis of all science work but a weak, watered-down hotch-potch from the particular sciences for the benefit of poorer intellects.

The Investigators in their recent report say that it seems quite unsatisfactory that a candidate who passes in chemistry or botany or physics alone should be regarded as having satisfied the conditions for Group III. Schools are under a great temptation to concentrate unduly on a single one of these subjects and even, as in the case of physics, on two sub-sections of the subject. They suggest a solution "on bold lines," and give as their considered opinion that "a candidate should not pass in science unless both the physical and biological sciences are presented." They suggest that there shall be four papers only, one each in chemistry, physics, and biology, and one in elementary science which shall contain questions in the three main branches and shall be compulsory for all candidates. There are one or two further points which need not be discussed here.

With the general principle that the biological sciences should be included, very few will disagree, but there are differences of opinion as to the best method of bringing this about. First comes the time factor. As has been stated, many schools now offer chemistry and physics at School Certificate stage, and with the time at their disposal, maintain that it is as much as they can do to get through the syllabus. It does not seem possible, or even reasonable, to expect more time to be devoted to science, assuming that the minimum of one-sixth laid down by the Prime Minister's Committee is available. It is doubtful whether the advantage gained by the introduction of biology is worth while, if to do so means the elimination of such valuable subjects as art, handicraft, music, or physical training. Hence, if no more time is available and biology is to be introduced, the inevitable consequence is the reduction in scope and quantity of the chemisty and physics required for the main subject. This in turn affects the scope and content of the chemistry and physics at the Higher Certificate stage and again at the University Scholarship stage. It is the opinion of the writer that not only can this be done, but that it ought to be done. Too long have the requirements in chemistry and physics for scholarships, higher certificates, and even school certificates been controlled for the benefit of future science specialists whilst the needs of the great majority of pupils who become—or at least we hope they will become—decent citizens, are ignored.

Assuming a four year course of thirty-six periods per week (*i.e.* 144 "year-periods"), the minimum allowance for science should be one-sixth, that is, twenty-four year-periods. In some schools it amounts to as much as thirty-six year-periods. A general science course might be done on eighteen year-periods, and therefore with a twenty-four year-period allowance, one additional main subject could be added. A second main subject could be included by taking thirty year-periods, and if a school is fortunate enough to have thirty-six year-periods, then chemistry, physics, and biology could be taken as full subjects, in which case the Investigators suggest that the need for the general science paper would disappear. Here it might be noted for the benefit of those with one eye on the "credits," three would be the maximum obtainable, either by taking three main subjects or by taking two main subjects and the general paper.

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The next difficulty is the content of the syllabus. It is not sufficient to parcel out portions of chemistry, physics, and biology: this method has been tried and found wanting. The ideal syllabus would contain all three branches, so closely interwoven as to be almost indistinguishable, but it is an ideal we are not yet in a position to realize though it is one which ought not to be forgotten. In any case the syllabus is not the main thing; it is the interpretation which matters, and it is essential that the fullest degree of freedom should be granted to the teacher; moreover, it is by no means desirable that all boys in all schools in all localities should be taught the same general elementary science. What is essential is that certain general principles should be agreed upon as the fundamental basis of elementary science and that the teacher should then have perfect liberty to amplify, illustrate, and develop those principles in ways which he thinks most suitable for his particular school or for his particular pupils. The Science Masters' Association has drawn up such a list of fundamental principles, and in its report—which is well worth the consideration of all teachers of science—state that "general science should aim at a knowledge of the fundamental principles of science as exemplified in the biological, chemical, and physical environment, together with an understanding of the scientific attitude and the scientific method. The course should lead to definite end points and not be an unorganized collection of interesting facts. Further, the test should be a simple one on the fundamental principles and their applications; the questions should be easy and straightforward and capable of being answered briefly; they should involve a knowledge of the interdependence of the various sciences; and only the simplest mathematics should be required."

The writer makes no apology for reproducing the fundamental principles, for they comprise the very justification for a course of compulsory general science.

1. Biology deals with living things.
2. Living matter differs from non-living matter.
3. The law of conservation of matter holds for living matter.
4. Living matter has the property of irritability.
5. Living matter is built up of units (cells).
6. Living matter grows and reproduces.
7. Living organisms are adapted to the media and conditions in which they live.
8. Ability to live and flourish in a given situation depends on the nature and composition of the medium.
9. Living organisms go through a life cycle.
10. Chemistry deals with the interaction of substances found in the surface of the earth and the earth's atmosphere, and derivations from these.
11. Matter is neither created nor destroyed.
12. Matter has varying degrees of complexity.
13. Energy changes are involved in all reactions.
14. Chemical compounds have a definite and constant composition and have characteristic properties.
15. For each element there are one or more definite combining weights, and chemical compounds are formed by the combination of the elements in simple multiples of these combining weights.
16. There is a simple relation between the volumes of gases combining together and the volume of the product, if gaseous (the volumes being measured under the same conditions).
17. Substances consist of atoms and molecules in motion, which differs according to the state (solid, liquid, or gas).
18. All matter exists in one of three forms, solid, liquid, and gas, which by the application of heat and pressure can be changed from one to the other.
19. Substances expand on heating.
20. Heat is transmitted by conduction, convection, and radiation.
21. Light travels in straight lines and can be reflected and refracted.
22. Intensity of light and sound depends upon distance from source.
23. The upthrust on a body totally or partially immersed in a fluid is equal to the weight of the fluid displaced.
24. Electricity is generated as the result of the relative motion of a conductor and a magnetic field.
25. The passage of electricity through substances may generate energy in the form of heat, light, and X-rays, or produce chemical change.
26. Every particle seems to attract every other particle and to possess inertia.
27. Force tends to change motion.
28. Energy can neither be created nor destroyed, but may be converted into different forms.
29. Time is measurable by happenings which occur at regular intervals.

A more detailed syllabus based on these fundamentals follows but the report says that it is not intended to cover all the possible topics, and that the selection and organization of the content of actual courses must in a large measure be conditioned by actual environment and interests of the children.

The next point to consider is the problem of examining on such a syllabus. Clearly the examination should follow the general principles adopted in the syllabus by attempting to avoid the division of the paper into separate sections containing questions in chemistry, physics, and biology. There are two methods by which this difficulty may be overcome: one is that part of the paper, carrying one-third of the marks, should consist of a large number of questions capable of being answered in a very brief manner. This portion of the paper would be on lines similar to Section A of the chemistry paper as set by the Northern Universities Joint Board in its School Certificate examination. Any one with experience of these papers will agree that with this type of question not only is it possible to test a candidate's knowledge over a large range of facts, but that it is also possible to test his ability to apply his knowledge to specific problems. The answer sheet is prepared for the candidate and time is saved thereby; moreover, it is easier for the examiner to indicate more precisely exactly what he expects the candidate to know, and if the latter possesses the requisite knowledge it is more probable that it will be forthcoming than under the essay type of answer. In this kind of paper also, valuable results can be obtained by the insertion of diagrams with requests for explanation, criticism, or alteration. And finally, standardization of marking is ensured.

There is ample scope for variety as may be seen from the following selection of questions:

1. Give the name of the substance described in each of the following sentences:
   (*a*) A white, powdery sodium compound giving water and carbon dioxide when heated.
   (*b*) A green colouring matter found in leaves.
   (*c*) A black crystalline solid which, when heated, sublimes and forms a purple vapour.
   (*d*) A colourless gas, inflammable and without taste or smell.
2. Commencing with the seed (of a wallflower), write down the different stages and processes of development, as set out below, *in the correct order:* Pollen, root, cotyledons, fruit, flowers, leaves, fertilization, stem, germination.
3. Correct or complete the following statements:
   (*a*) The gram equivalent of an element is the weight of hydrogen which one gram of the element will liberate, combine with, or replace.
   (*b*) A thermometer is a measurer of heat.
   (*c*) Green plants take in carbon dioxide and give out oxygen.

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4. Mark with X the reason you think *best* for each of the following statements :
   (*a*) The housefly is dangerous because
      (1) It is an insect,
      (2) It leaves germs on food,
      (3) It multiplies rapidly,
      (4) It has four stages in its life history.
5. Fill in the missing words in the following sentences :
   (*a*) When a body floats it displaces its own —— of liquid.
   (*b*) A buttercup has —— petals, —— sepals, and —— stamens.
   (*c*) Temporary hardness in water is due to the presence in solution of ——.
6. Give the scientific names for the following : Quicklime, chalk, caterpillar, sweetbread, sal ammoniac.

There are, of course, other types of questions, including some based on the use of prepared diagrams, but the above will illustrate the possibility of practically unlimited variations inside each question, and at the same time it is felt that *general* science is the theme of the paper.

But important though a knowledge of facts may be, the ability of a candidate to express himself is also of the utmost importance and to test this the essay type of question is inevitable. Such questions, however, should as far as possible overlap the three arbitary divisions into which the subject has been divided. It is true that questions such as these are somewhat limited in number, but they are surely not more limited than questions in chemistry at School Certificate stage appear at present to be !

In the early days of science teaching and the examination thereof, it was probably essential to hold examinations in practical work to ensure that sufficient attention was paid to this important aspect of the work. The need for this has now disappeared : every science teacher worth the name makes experimental work the basis of his course and, in addition, the Board of Education maintains a vigilant watch over the time-table : governing bodies, too, are now convinced—sometimes too much so—of the vital necessity for adequate and well equipped laboratories. Further, the difficulties of conducting a practical examination on satisfactory lines are considerable ; the examiner ought to be present ; economic factors concerned with the supply of a large number of sets of anything more than the simplest apparatus have to be considered and, moreover, it is extremely difficult to guarantee similarity of conditions to all candidates. When it is considered that ample opportunity to test practical work can be provided in the ordinary written test, there seems to be every reason for dispensing with practical examinations at this stage.

Thus general science, at present largely the refuge of the despised and rejected, promises in the near future to become the basic study of boys and girls up to the age of 16. If its only effect is to reduce the present never-ending tendency towards further and further specialization, it will more than justify itself. It is instructive to compare a higher certificate chemistry paper of to-day with a Cambridge tripos paper of less than twenty years ago, for it is then realized how the burden has increased ; and the raising of the standard in the higher certificate affects not only the advanced course but the whole of the curriculum throughout the school. To devise a satisfactory course of general science is not easy—at all costs one must avoid making it a collection of snippets of popular science—and it must emphasize that common element between all branches of science which relates them to each other and which bears upon the understanding of " life."

Topics and Events

CERTIFICATES OF PROFICIENCY IN MODERN LANGUAGES.—The Cambridge Local Examinations Syndicate will hold an examination in July, 1936, for Certificates of Proficiency in French, German, Spanish or Italian. A single language may be offered, and the syllabus will cover a general modern study of the country—geography, recent history, institutions and civilization. There will also be a few literature tests with, as an alternative, a short commercial syllabus. Emphasis will be laid on the oral test and on the attainment of a good linguistic standard in the written language. The syllabus will be approximately equal in content to a principal subject for the Higher School Certificate and will make use of the same composition and translation papers. The certificate is likely to be of interest to pupils who remain at school for the whole or part of an advanced course but who are not candidates for the Higher School Certificate ; it is also intended for other persons, without restriction of age, who desire some definite aim and background in their study of a country and its language at the present day. In the same year an alternative commercial syllabus will be introduced for the Certificate of Proficiency in English for foreign students.

* * *

EXCHANGE OF TEACHERS WITHIN THE EMPIRE.—During the year 1934, 101 exchanges have been made between teachers in Great Britain and Northern Ireland and the self-governing Dominions, an increase of forty on the numbers for last year. The overseas teachers are working in schools as far apart as Aberdeen in Scotland and Gosport in Hampshire. All arrangements for these exchanges have been made by the League of the Empire, the agency recognized by the Board of Education, the Scottish Office and the Overseas Education Departments for this purpose. Applications for exchange in 1935 are now being received. Any teacher in a secondary school who, in order to gain wider experience, desires to spend a year overseas is invited to write for full particulars to the Secretary, League of the Empire, 124 Belgrave Road, London, S.W. 1.

* * *

THE POST OFFICE AND SCHOOL POSTERS.—The formation of a Public Relations Department in the Post Office has been followed by some interesting developments in publicity similar to those sponsored by the late Empire Marketing Board. The most recent of these is the issue to schools of a set of four historical posters each measuring about 20 in. by 24 in., each illustrating stages in the development of the mail services. The incidents chosen represent the arrival of the King's mail at a castle on the Scottish border, the loading of the Falmouth packets which carried mails overseas until steam ousted sail, a modern liner in dock taking in mail from Post Office motor-vans, and lastly a big air liner about to leave Croydon with mail for overseas. Taken altogether, these posters represent a useful departure in humanizing the contacts between public services and the schools. Clearly, they only illustrate a few widely separated episodes in the history of the Post Office, and even so, perhaps the choice might have been more representative. The colours are a trifle sombre, though it must be conceded that the danger of garishness is thus avoided. Undoubtedly these posters will be attractive to school children, and we shall be interested to see whether they will be followed by a further selection that will illustrate the history of the Post Office during the age of its greatest development, that age which now seems to be receding so rapidly—the nineteenth century.

* * *

LUTON MODERN SCHOOL.—It was decided at the annual meeting of the Old Dunstablians Club on Saturday, to establish a Memorial Fund, in honour of the late Mr. L. C. R. Thring, the first headmaster of Dunstable School. The fund will be open to Old Dunstablians, friends of the School, and friends of the Thring family. The Memorial is to take the practical form of the modernization of the School swimming baths. It was recalled that Mr. Thring made the first move towards the installation of the baths. The improvements will include a filtration plant, and there will be a tablet dedicating the work of Mr. Thring.

* * *

A JOURNAL OF BIOLOGY FOR TEACHERS.—The Educational Advisory Board of the British Social Hygiene Council proposes to publish a journal for teachers and others interested in the teaching of biology. The new journal will appear once a term and will be on sale at 1s. 1d. per copy, post free. It will be published at the offices of the Council in Carteret House, Carteret Street, London, S.W. 1.

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Latin as an Indispensable Factor in a Liberal Education*

By Miss D. E. DE ZOUCHE, M.A., Wolverhampton High School

THE Oxford English Dictionary defines the term "liberal" in its present-day application to education, culture and the like, as "directed to general enlargement and refinement; not narrowly restricted to the requirements of technical or professional training." Without claiming that for every person without exception a training in Latin is requisite if he or she is to attain to a liberal education, I shall maintain that *generally speaking* the study of Latin is an indispensable factor, that is, that it achieves results which are essential and that it achieves them with a success which we have learned to achieve, within our curriculum, in no other way.

No one seeking analysis of the classical training and its effects need look further than the Report, issued in 1921, of the Prime Minister's Committee on the Classics in Education, of which the President was a member, and I take from that Report (pages 7–8) the greater part of the next three paragraphs.

A person who has enjoyed that training has, first,

"obtained access to literature in both prose and poetry, which, in the judgment of many, is absolutely the noblest in the world; but, if that claim be not admitted, is at least unique, inimitable and irreplaceable. We have here a spiritual value which cannot be exactly reckoned, but which certainly, to some of those who have experience of it, ranks among the most treasured possessions of their lives."

Secondly, he has found the advantage of studying two great civilizations which have profoundly influenced the world, and

"in one of which, the Roman, that of our own country is deeply rooted. Its fundamental problems were, many of them, the same as our own. The differences are as illuminating as the likenesses. There were great merits and beauties which we do not possess. There were wrong things taken for granted which were not all the same as are taken for granted now. Thus the student acquires, by comparison and contrast, a certain understanding of principles and power of judgment in fundamentals which is harder to get than information and quite as indispensable, and in a compass more easily within his grasp than is the huge and complicated civilization which now surrounds him."

Thirdly:

"he has attained this access to beauty and this power of understanding by means of a peculiar course of training which requires the exercise of many different powers of the mind and forms a remarkable combination of memory-training, imagination and scientific method. He has probably gained a far better understanding than modern language study gives of the formation of words and sentences and of the logical and psychological principles underlying language in its relation to thought; and has formed that invaluable habit of thinking out the real meaning of words and phrases which is the first problem of Latin composition. . . . Latin seems to be of special value in training the reasoning powers, since its sentence construction, while elaborate and exact, is strictly logical in principle."

This is to speak of the fully-trained classical scholar. These observations would be useless here and now unless they had reference to the girls and boys in our schools, whose feet are guided in the way of a liberal education over a period of seven years, or it may be six or even only five, and unless, as I made them, I had in mind the conditions of our work, its aims and limitations, the familiar compromise between the ideal and the practicable. In every school subject we envisage a course complete in itself and yet in organic connexion with the larger whole. In varying metaphors it is a foundation, a key, an invitation. In a school course in Latin I believe—I know—it to be possible to give such a reflection of the ideal as is appropriate to school conditions, diminished in size, yet maintaining its quality. It will

"leave the pupil with some power in the analysis of thought, some literary command of language, some contact with the ideas of a great and important alien race, some knowledge of the background of our civilization, and, by its references to the ancient life round the shores of the Mediterranean, some feeling for the geographical factors in history. All these are important elements in education, and it may be doubted whether they can be imparted to the majority of pupils in any other way so thoroughly, so easily, and so quickly, as by a classical course."*

I desire to cut short much of the argument about the study of Latin as the finest mental training preliminary to specialized work in non-classical subjects, and not even to use the term "mental gymnastic." To its value, as the Report records, experts in science, geography and mathematics have given as emphatic testimony as experts in history, modern foreign languages and English, and I omit the arguments in the interests of brevity only. In the province of law indeed, Mr. A. P. Herbert, in the pages of *Punch*, recently dealt a shrewd knock against such as argue that Latin is useless because dead, or such indeed as argue that it is dead at all:

"Any knowing business man who mocks the study of the 'dead' languages has only to sit in our Courts for a year or two to learn how very far from dead the Latin language is; and if he still regards its use as the elegant foible of a number of old fogies, I hope that he will try to translate into a few brief business-like words such common phrases as *a priori*, *de jure*, *ultra vires*, *ex parte*, *status quo*, and many others. In the legal profession, above all others, the Latin tongue is a living force, a priceless aid to precision of thought, to verbal economy and practical efficiency."

Brevi praecidam. But may I say a little of the service done by the study of Latin to the study of English as a corrective of faults inherent in the loose co-ordinate style permitted in English, as an instrument of precision in the use of English words, as a source of fresh interest and richness, in even the riches of English, if a Latin vocabulary constantly recalls the first meanings of words? † A little more Latinity current might prevent the currency of such terms as "greatly minimize," "definitely vague," and "very approximate" (intended to mean just the opposite), and the invention of Americanisms like "mortician"‡ and "realtor,"‡ to say nothing of the use, to me indescribably distasteful, of "re" as though it really meant "about," "concerning," or existed in any language as a preposition governing any case whatever. Truth, too, would be served if better Latin were to put an end to speech-day declarations that education is *a drawing out*, the word derived from edūco—a suggestion no more false in quantity than it is incorrect in history and fact and unfairly discreditable to the good sense of the Romans. Edūcere has reference to physical birth and nurture; where the work of edūcere ends that of educare begins.

Not the words only, but the style and content of much of our literature derive by one line from a Roman origin or may be related to it. *Paradise Lost* bears ineradicably the stamp of Milton's Latinity; and so does his prose,

* Paper read at the Sixtieth Annual Conference of the Association of Head Mistresses, June, 1934.

* Report of the Prime Minister's Committee on Classics in Education (page 16).

† *E.g.* "preliminary," "impediment," "extravagant," "vacillation."

‡ These are respectively an undertaker and a dealer in real estate.

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not always for good. Last year, Miss Clarke read to the Conference a passage of Miltonic prose, a page and a half long, with only one full-stop. Re-reading it afterwards I must admit that I had in mind that Milton wrote like that not because of, but in spite of his knowledge of the best Latin, in which rhythm and balance are not divorced from brevity any more than from ample rhetoric, and "the choice phrase, the round and clear composition of the sentence, the sweet falling of the clauses," delight the ear and may influence the hearer.

There is another aspect of the study of Latin which I would commend. In small compass it can help to understanding both of the first principles and still more of the development of articulate speech. There is first the aim of primeval man to utter words which by their form should indicate things and acts and the relations between those things and acts.* And from the simplest expression of simplest things language (which has been called the most complex and subtle expression and self-delineation of the human mind that exists), comes, too, to express thoughts that take shape and issue in spoken words which clothe the loftiest imaginings, ideals and accomplishments. The process was long and difficult. For the uneducated how difficult it is either to define thoughts or to express them in words! Recall such characters as H. G. Wells' Kippses, who had never learned to be articulate, and made their long and fumbling way to mutual understanding at last after a deal of misunderstanding and woe. And in the process, as a word is used, discarded, used again, and shifts or steadies in meaning, in the full study of its connotation how much is revealed of thought and history. For example, the word charity. If you examine the first and then the extended use of the Latin original, and compare with these both the narrower use of our own word and the deep significance with which Christian thought has by stages endowed it, what an amount of thought, what a degree of moral growth is revealed.

Well, Latin is a noble and ennobling language. It was developed, as Warde Fowler says, under the stimulus of particularly noble and successful experience. Racial character and racial experience no less than environment and habit of life mark any speech, ancient or modern, and Latin is the speech of a race whose character and history called for precision of thought, logical arrangement and clarity of statement. Its vocabulary is marked by a wealth of words expressive of lofty thought and achievement. Trace the meaning of *disciplina, pietas, gravitas, continentia, res publica, virtus,*† and you get knowledge of thoughts worth thinking and of a people as well as of a language worth knowing. As Sir Richard Livingstone has said, the gift of "throwing a close-packed thought into a few words is indeed the peculiar property of Latin and has made it the great language for inscriptions. No other literature can show language cut in such high relief, and to be ignorant of Latin is not to know what the human mind can achieve in expression." And you cannot teach it or learn it even to Upper Fifth standard without teaching or learning also humanity and life.

I would say next that it is an end in itself and an integral part of a liberal education to read in Latin one or more of the great writers of Time. *Suos cuique*; for me Virgil and Tacitus stand first, Virgil above all

> "Poet and King of poets, light and star,
> The Golden Branch that shines where shadows are,
> Singer most sweet, master of stately story. . . ."

In his writings are history, tradition and romance, religion and philosophy, patriotism and universal humanity, the sense of imperial destiny and close observant sympathy with the humblest human being and with nature—this and how much else told in stately and unmatchable verse.

Let me apply, if it is needful, what Carlyle said to an acquaintance to whom Petrarch appeared an overrated author: "Sir, that you cannot appreciate Petrarch is not, as you seem to think, a fact about Petrarch, but a fact about yourself and, let me add, a very lamentable one."

Not without reason have the poems served as a school textbook since the time of their first edition. It is to take a great responsibility if you remove from children the opportunity of this appreciation and delight.

Delight is the word I have used. "Studies," said Bacon, "serve for delight, for ornament, and for ability." I have not known a class fail of enjoyment and of appreciation in some measure of the poet's riches, in the books, or the single book of Virgil which is often the end as it is the crown of their school reading. They have found it hard, maybe; but "the sweat of their labours was not salt unto them, and they took delight in the dust of their endeavours." There is, I think, much and needless exaggeration of the first difficulties as a bar to enjoyment in progress. The scanning of the verse may be difficult at first. But when the stage is reached (which every teacher knows) when there fall from their eyes as it has been scales and your class *see* how the thing goes—it is with interest and pleasure which I have seen a score of times.

What opportunities the poet offers for education in all humanity! His subject is Rome, and the Aeneid in particular is the epic of the Roman Empire. In Virgil's belief the Empire that he knew was founded, developed and established in fulfilment of a destiny that was foreordained and divine. It may be difficult for your class, even by the use of imagination, to realize this belief, when for centuries the Roman Empire has been shattered and has ceased to exist. But you can ask them to compare it with two other beliefs. We are familiar with the idea that we owe to the Jewish nation, of a Kingdom that shall have one ruler, one law, one faith, in which war shall be no more, righteousness and justice, brotherhood and peace shall flourish, all nations shall be one. This, as that belief teaches us, is the purpose of God. Again, most people think of the League of Nations as something definitely righteous in its purpose, and in accordance with the will of God. They look to it as the great hope of the world to-day, as the means for spreading more widely peace and justice and brotherhood; *unity* again is the keynote. Now—in a very different way, it is true, but still, really—the empire of Alexander the Great first, and then the Roman Empire, had done these things to a very great extent. The work of the Emperor Augustus *had* brought peace and unity over a great part of the world. In Italy, and in other lands too, after years of war and misery it had been possible in Virgil's time for the farmer to beat his sword into a ploughshare and his spear into a pruning-hook, and to sit safely under his vine and fig-tree; and the Emperor did judge between many peoples and reprove strong nations afar off. This is to speak strongly, and not without some exaggeration; but still, it is not, really, surprising that for Virgil patriotism and religion join together as he relates the epic of his nation.

And these old heathens (as we call them) were, many of them—Virgil certainly—men of religious mind, kindly, compassionate, humane in their attitude towards their fellow-men, ready with obedience and reverence for a greater Power. When St. Paul spoke in Athens (not such a great while after Virgil's day) he said that God had *made* men in such a way that everywhere in all nations they seek God, if by any way they may feel after him and find him. It is a true religious feeling to which Virgil gives expression in the only form familiar to his age; and his conviction is sincere that Heaven itself has guided the fortunes of Rome and Rome's Empire, and that the destiny of Rome is divinely appointed.

Moreover, the national ideal was a high one. The patriot had good cause for pride. Roman character and Roman rule, as is revealed to Aeneas, are to govern the

* For example, at a very early stage of a Latin course case-endings and verb-endings make clear the relation between (say) man, lion, wife, kill.

† *Virtus*, manliness, "originally activity and courage, with ripening civilization took on a broader and more ethical meaning." (WARDE FOWLER.)

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nations, to subdue the proud, if need be, with war, but to show mercy to the conquered, and lay upon them the way of peace. And most honoured in the after-life, in the regions of the Blessed which Aeneas visits, are " those that have made life fairer, and by their good deeds have made men to remember them."

If you have tried in some such way as this to relate Virgil's epic to present-day things, you may get conclusions drawn that disconcert you, as when a girl observed that " there seems to be much more to be said for Mussolini than I had thought." But at least it is clear that the poem is alive, not dead.

I have tried in these remarks to keep Greek at bay, and to leave aside any reference to methods of teaching Latin. I scarcely know whether to pick up certain gauntlets before they are thrown (by those who lay on for Tusculum), but with two I may perhaps deal very briefly. First, translations. If we admit the high quality of the content of much Latin literature, cannot the majority enjoy its benefits, through the labours of the few, in English ? I can only say that I think quite half is lost ; far more of Latin, in my view, than of Greek. The Bible stands for us, in the " miracle of the forty-seven " as the unique example of a translation that betters the original. Dante gives us much in English, but Italian scholars know that much is lost. Virgil, Tacitus, Horace above all, are only to be really known on their own terms.*

Secondly, is Latin worth while for all ? There are some, I am sure, for whom it is too difficult and whose time spent otherwise will give them benefits better absorbed and interests more durable. An example was the student of a modern university about whom his professor told me that the Town Mouse and the Country Mouse appeared in his composition as *urbs mus* and *rus mus*, with the sentence *urbs mus rum mum visitavit*. But a discursion on howlers would carry me beyond my time.

* And they should be read aloud, with attention to the sonorous quality of Latin, of which it is pre-eminently untrue that you should take care of the sense and the sounds will take care of themselves.

When the President handed me this subject she said that Latin stood in need of defence against attacks widespread and menacing. Yet the four great Reports of twelve or fifteen years ago were remarkable for their unanimity, their courteous consideration of the claims of others, their frank recognition that not every pupil is so constituted as to benefit from study of the particular subject in question beyond an earlier stage. To the value of the classics, as I said at the outset, experts in every branch of learning paid tribute. Whence then this wrath ? Is the typical Englishman saying (even at the Board of Education), " It is a fine day ; let us go out and kill something ? "

The case for Latin* as an indispensable factor in a liberal education is cumulative. " Very few, probably, doubt the excellence and value of its best literature and thought, but they ask whether the labour of disinterring them is worth while. In the computation you must deal with imponderables, of which no single one may turn the scale, and yet all together may well do so." It is difficult for many, yet for most not too difficult for profit. " Without it we cannot have a scientific knowledge of much in our own and other modern tongues, and in the learning of these it is of real help. It is an admirable schoolmaster in the study of human thought expressed in great language ; it gives a discipline of thought and word absolutely necessary in education, and not to be got so completely and satisfactorily in any other way." In these very processes which, though so valuable, are yet subsidiary, it gives at a quite early stage the occasion for scholarly work, appreciation and the true sense and exercise of scholarship and kinship with scholars. And it leads direct to intimacy with poets and masters of prose writing, whose study serves for delight, for ornament and for ability, from the knowledge of whom the possessor can bring forth from his treasury things that are old indeed, yet vital and ever new.

* I have applied to Latin some sentences of Sir Richard Livingstone about the *Classics*.

Palaeography in the Sixth Form

By S. F. WOOLLEY, B.A. (Lond.), History Master, Burnage High School, Manchester

SOURCE books of history have become a *sine qua non* of all modern history teaching on account of the colour, vividness and reality they give to a period, but the view that these sources should be studied in their original, or at least, in facsimiles of the original, has never seriously been suggested or approved. Yet no one who has experienced the thrill of burrowing steadily through the scribal difficulties of an old Latin charter will deny the appeal which such a study can have.

It is just these difficulties—sometimes insuperable—which possibly have deterred even the most audacious teacher from attempting to inflict the reading of old charters and miscellaneous documents upon his pupils. But it can be done, and can be made extremely attractive, providing a supplementary aid to the understanding of medieval history and, what is equally important, medieval Latin.

So exceptional is England in the extent and continuity of her historical documents, that it seems a pity they should be neglected in the schools. The universities, of course, provide instruction in medieval documentary history, and London University has an M.A. course dealing partly with palaeography and diplomatic. This, however, is not doing full justice to the veritable mine of manuscript records in this country, and imparts a knowledge of them to the comparatively few. To begin, therefore, in the top form of the school with a little elementary palaeography would help to implant that spirit of historical research so essential if the subject is to progress.

What to study. A differentiation must be made at the outset between several clearly-marked styles of writing. First, there is the style conveniently termed bookhand, the calligraphic writing used for permanent records as exemplified in chronicles, liturgies, and literary works. Then there is the writing of the legal scribes, embodied in court rolls, charters, writs, and other legal instruments, and known generally as courthand. As would be expected, courthand has not the same easy legibility as bookhand, but it is infinitely superior to the third style of writing, the cursive, which was used for accounts, letters, diaries, and so on.

The employment of secular scribes in the transcription of books was by no means infrequent in the Middle Ages ; at the same time, the finest examples of bookhand are found in monastic writings. A beginning, therefore, might be made with the examination of some of these monastic writings. The monks were the scribes, *par excellence*, in the middle ages, and since they had the leisure, exercised the greatest of care in the formation of each letter, and performed the work " to the glory of God," their writings are decidedly the easiest to read.

The monks copied many of the classics, but they were occupied for the most part with the compilation of liturgical books of which there were three principal kinds, missals, breviaries, and books of hours. In dealing with these, it will be noticed that the manuscript books have no title page. This is the rule with all books before the

(Continued on page 14)

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invention of the printing press. If there is any title, it will be found in a rubric on the last page, with the date and the name of the scribe who was engaged on the transcription.

Of the secular writings *Domesday Book* is the greatest and amongst the earliest of records, and, fortunately, it is very legibly written. The Norman scribes of the twelfth century wrote a good bold, round hand, each letter easily discernible, and *Domesday Book* is undoubtedly a tribute to the scrivener's art. Norman charters of this period likewise possess a clarity of style. Then there are the Pipe Rolls, Patent and Close Rolls, Assize Rolls, numerous inquisitions of knights' fees, Hundred Rolls, manorial records, and so on. A brief classified account of the varieties of medieval records, their uses and importance, would be fully justified when the pupils came to examine actual facsimiles of the records. Such a simplified account of public and private records will be found, *inter alia* in *Books in Manuscript* by F. Madan.

Twelfth and thirteenth century manuscripts are generally easily legible; after that the writing deteriorates until, in the fifteenth century, the work of the lay scribes is so bad as to be in some cases indecipherable. At all events, fifteenth-century manuscripts require the expert who has spent a long period of study in palaeography and has a very detailed knowledge of history.

One point of interest which will arise from the study of manuscript books will be that many more or less technical terms, used quite casually to-day, will come to have an additional connotation by the degree of historical allusion that will become attached to them. Such a word as codex, associated in the minds of most people with the recently acquired *Codex Sinaiticus*, will acquire a new significance when it is learned how this particular form of " book in manuscript " composed of separate leaves stitched together into quires rivalled the ancient " Roll " and, early in the Christian era, superseded it as the more suitable form of book. If words are the medium of ideas, then to apprehend the meaning of terms like colophon, palimpsests, quaternio or quire, folium, linea, diptych, cedula and the like, will provide ample intellectual data and at the same time indicate their historical continuity, with modifications, to the present time. There is a good account of these palaeographical terms in Sir G. Maunde Thompson's *Greek and Latin Palaeography*.

Some Difficulties. Mention has previously been made of the necessity for a sound knowledge of the facts of history; this is absolutely essential in order to grasp the full meaning of the manuscript. Indeed, to have an idea what to expect is a great aid in the elucidation of the manuscript, and for this reason it is worth while studying English translations in order to prepare the way.

The main difficulty, however, lies in the medieval method of shorthand. They adopted suspensions, contractions, superior letters, and special signs which were fairly numerous, but varied only slightly from century to century, becoming rather careless towards the close of the Middle Ages. Yet it is not too difficult a matter to master this system of abbreviations as exhibited in *Domesday Book*, Norman charters, and monastic writings, before, that is, the looseness of later medieval scribes has crept in to confuse the signs and symbols. A book like *English Courthand*, by C. Johnson and H. Jenkinson, gives a clear exposition of the system, and if a shorter account be preferred, an excellent one is contained in a chapter on Handwriting, by F. Madan, to be found in *Medieval England*, a compilation edited by H. W. C. Davis.

One good point about the medieval rulers was the practice of drafting their charters, writs, and many other legal documents according to a set rule, embodying definite and well-known traditional formulae. If one kind of document be taken first, therefore, say a royal charter, and the method and formula of drafting be learned, *e.g.* the formula of superscription, address, and salutation at the beginning, the text of the charter in the middle, and the date and formula of execution at the end, the reading of the charter itself will, by practice, be greatly facilitated.

There remains one difficulty which will beset the path of all who endeavour to promote the study of palaeography in the school; this is the problem of securing examples of medieval writings whether the actual script or facsimiles. Johnson and Jenkinson's *English Courthand* contains many specimens, but this of itself is inadequate inasmuch as it ranges over the whole field of English courthand from the eleventh to the fifteenth century, and therefore necessarily limits the examples of Norman handwriting which is by far the easier and more suitable for beginners to study. It also, as its title suggests, restricts its subject matter to courthand, a script which is better left until the monastic bookhand has been mastered.

Fortunately, there are other facsimiles accessible. The British Museum publishes many facsimiles, both in the form of expensive reproductions and cheap post cards. Here are a number taken from their catalogue: *Articles of Magna Charta*, a collotype facsimile with Latin transcript, price 2s. 6d.; post cards at 1d. each, containing such specimens as the Lindisfarne Gospels and cuttings from a missal of Richard II's chapel; facsimiles of Royal and other charters, Volume I (William I to Richard I), price 30s.; facsimiles of biblical manuscripts, &c.

There is no need to limit our search for useful material to the catalogues of the British Museum, however, for there are quite a number of books which contain facsimiles suitable for study. Consider, for example, the number of books dealing with the Domesday Survey as it relates to particular counties, and note how many of them contain photographic reproductions of the various sections of the book. Amongst others there is a publication entitled the *Domesday Book of Cornwall* which contains a facsimile of the part relating to that county. There is a similar volume on Northamptonshire, whilst many counties have been treated of in much the same way by the local historical society. To quote only two, Sussex and Lincolnshire; the Sussex Archaeological Society published a volume with a facsimile of the Sussex Domesday Survey, and the Lincoln Record Society in a book entitled *The Lincolnshire Domesday and the Lindsey Survey* included a facsimile.

These are only two examples; there are others, and wherever a county has been fortunate enough to possess a society which has dealt with the Domesday Survey in this manner, the resultant book ought assuredly to be in the school library. There is something much more thrilling in seeing the actual way in which the medieval scribe wrote about one's own town or county than in reading any number of translations or even transcripts—and, remember, *Domesday Book* is not difficult to read. For this reason it provides such an admirable beginning to the study of palaeography.

If difficulty is still experienced in obtaining facsimiles, it is always possible to have pages of medieval books, charters, &c., photographed. Photostat reproductions of manuscripts will be supplied by the British Museum at a very moderate charge. One has merely to specify in the case of manuscript books the page or pages to be photographed. Several public reference libraries have the photostat apparatus, and will reproduce specimens of their rarities if required. Bearing these points in mind, therefore, it ought to be comparatively easy, fairly cheap, and certainly most fascinating, forming a collection of facsimiles which ultimately will prove a very creditable acquisition to the school history library.

In addition to the books and manuscripts mentioned above, it ought also to be mentioned that the British Museum have groups of slides on Latin palaeography, and on books and writing materials, which are loaned to any educational institution for the mere cost of postage, provided the institution is state-aided.

Of course, only the most elementary study of palaeography can be attempted in the last year of the

(*Continued on page 16*)

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pupil's school life, but even this more or less superficial training possesses a definite value worthy of consideration. Since most history schemes are arranged on the periodic idea, so that the last year is spent doing modern history whilst medieval is done in the lower school and therefore taken only in a broad pictorial manner, the study of palaeography will provide a splendid opening for giving older students a more detailed knowledge of medieval constitutional history. Naturally, there are examinations to consider, and palaeography is not an examination subject. Nevertheless, it is a wonderful aid to the study of history, and if only one lesson were given a fortnight, it would have a stimulating effect on mental outlook and vitalize the history teaching.

Prize Competitions

The Winner of the December Competition is "Katty Ann," *proxime accessit* "Signy."

The winner of the November Competition was Miss Edith G. Hensley, 5 Vicarage Road, Leamington Spa.

We classify the thirty-one versions received as follows:

Class I.—(*a*) Katty Ann, Signy, Itzehoe, Winton, Tula, Atossa, Nochmals, Fidelis, Atlantis, J. E. M., Borderer, J. S., Magister, R. E.

(*b*) Lascella, Deirdre, E. J. E., Old Trident, Spiegelbild, Als ob, Nix, Martin, Llanandras, Nerthus, Double E, D. S. S.

Class II.—Hellerau, Onyx, L. E. C., E. H. S.

OLD GERMAN VOLKSLEID

WINTERROSE

Es ist ein Ros entsprungen
aus einer Wurzel zart,
wie uns die Alten sungen,
von Jesse kam die Art,
und hat ein Blümlein bracht
mitten im kalten Winter,
wohl zu der halben Nacht.

Das Röslein, das ich meine,
davon Jesaias sagt,
hat uns gebracht alleine
Marie, die reine Magd:
Aus Gottes ew'gem Rat
hat sie ein Kind geboren,
wohl zu der halben Nacht.

TRANSLATED BY "KATTY ANN"

There sprang a rose-tree slender,
which prophets old did sing,
and that same tree so tender
from Jesse's root did spring,
and bore a rose-bud bright,
all in the deep of winter,
and at the dead of night.

Now as Esaias taught us
in holy words of yore,
this Rose alone hath brought us
Mary, the maiden pure:
Thro' God's eternal might
a tender Babe she bore us,
all at the dead of night.

TRANSLATED BY "SIGNY"

There grew a rose-tree springing
from out a tender root,
as we hear the ancients singing,
of Jesse's stock the shoot.
It bore a little flower,
midst of the bitter winter,
at the deep midnight hour.

The bud—an allegory—
of which Isaiah told,
we owe alone to Mary
the stainless maid of old.
Planned by Eternal Power
She bore a little baby
at the deep midnight hour.

TRANSLATED BY "ITZEHOE"

A Rose there is unfolded
From out a tender shoot,
Thus have the Ancients told us,—
From Jesse came the root.
It hath brought forth a flower—
All in cold winter weather,
And at the midnight hour.

The Rose that I would sing of—
Esaias knew its name,
And she who it did bring us
Was Mary of fair fame;
Through God's eternal power
A Son hath she presented,
And at the midnight hour.

TRANSLATED BY "WINTON"

There came a Rose forthspringing
From out a tender root,
Foretold in old-time singing:
From Jesse sprang the shoot,
Where grew a floweret bright
Amid the cold of winter,
Just halfway through the night.

The Rose of which I'm speaking
Isaiah promised sure;
'Twas brought to us unseeking
By Mary, maiden pure:
Through God's eternal might
A son was born unto her
Just halfway through the night.

TRANSLATED BY "TULA"

A rose-tree grew so slender,—
'Twas thus our fathers sang,—
Its root was frail and tender,
From Jesse's stem it sprang.
In midst of winter's blight,
It bore a tiny flow'rlet,
Just half-way through the night.

The rosebud of my story,—
Isaiah once told it too,—
Was born for us in glory
By Mary, virgin true:
Thro' God's eternal might,
She bore for us a baby,
Just half-way through the night.

TRANSLATED BY "ATOSSA"

A rose is fresh unfolded
For us from tender root,
As ancient seers foretold it,
From Jesse branched the shoot
And floweret now hath borne
In coldest depth of winter
When midnight veer'd to morn.

This little rose, none other
Than Esay hath foreshown,
Mary, the maiden mother,
To us hath brought alone:
Of her a babe was born
By God's design eternal
When midnight veer'd to morn.

TRANSLATED BY "NOCHMALS"

Behold a rose is growing
Out of a tender shoot,
Old songs to us are showing
How Jesse gave the shoot
From whence a blossom bright
Burst in the cold of winter
In midmost of the night.

(*Continued on page 18*)

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This Rose I name (thus taught us
The words Esaias, said,)
Hath been by Mary brought us,
Mary, that purest maid.
Through God's eternal might
Lo, she hath borne her Infant
In midmost of the night.

TRANSLATED BY " FIDELIS "

A Rose men once did see,
From gentle root it sprang,
Of Jesse's stem, the tree
Of which the Prophets sang.
The Rose-tree bore a flower,
All in the winter cold,
Upon a midnight hour.
The Rose-bud of my story,
Of which Esaias spake,
The simple maiden Mary
Alone bare for our sake.
By God's aye ruling power,
To us a Child was given,
Upon a midnight hour.

We ought to have had a whole Christmas tree hung with prizes, so excellent were the versions of the German carol. We narrowly missed not having a Second Class at all, and the few translators who find themselves there will note that their position is due to mistakes in the meaning rather than to want of skill in versifying their versions.

There is very little to choose between the first few translations. The archaic flavour was well preserved by " Itzehoe " and " Signy "; indeed, " Signy " almost gained the prize, but spoiled a perfect version by interpolating *an allegory*—no folk song would contain an annotation like that. A new-comer, " Deirdre," is also commended for archaic flavour; her, or his, lovely version went into (*b*) because the refrain was spoilt by having the phrase *in sooth* dragged in to represent *wohl*. Further, in the last verse, " Deirdre " is free, calling the Babe the *Word of God*, and missing out *God's eternal plan*.

Will new competitors please note that we dislike the dragging in of phrases that are supposed to be a kind of *lingua franca* of literature? One old friend, " Als ob," erred in this way, dragging in *I ween*.

" Old Trident " gave a very pleasant folk-song impression, but his two verses were uneven.

" R. E." is commended for a lovely poem, unfortunately in another metre. " Llanandras " and " Nerthus " also changed the metre, " Lascella " lost it at the end. " J. S." would have ranked higher if he had not avoided the wonderful refrain. " D. S. S." also failed in that; his version has rather an annotated flavour.

" Hibernia " and " Martin " shared the bad idea of making their refrain the banal *In the middle of the night*. " Nix " sent a pleasing version, with the singular error of using the transitive *said* without an object instead of an intransitive *spake*. This was permissible in old German, but never in English.

" Double E " was a little too *sachlich*. She was so concerned to give the effect of *wohl* that it became *No doubt t'wards the midnight hour*.

We commend five of our translators for correct renderings of *Aus Gottes ew'gem Rat*, thus: *God had planned of yore* (" Nix "); *God's eternal Will* (" J. S."); *God planned it all* (" Atlantis "); the renderings of " Signy " and " Atossa " are already quoted. The others, even our best translators, were satisfied to give it as *power* or *might* instead of *plan*.

We thank " Atossa " for her letter. The difficulty with diminutives is greatly smoothed by " Winton's " remarks on the prize rendering, which we quoted last month. He pointed out that " Fidelis " succeeded by merely suggesting them, actually using only one. In former times they were far more frequent in French than they are now; readers will remember Joachim de Bellay's charming " Epitaphe d'un petit Chien " in which the diminutives add to the tenderness of the lament. A modern translation might well use non-diminutive words suggesting the tenderness, and produce the same effect. Dear " Atossa," of course we do not think you too argumentative. How can any one be really interested without having a divergent opinion? And so you are ranged alongside " Als ob " and others, and think *passant* agrees with *je* and means *dying*! When so many readers stick to their guns we look very carefully into our own convictions, but in this case we cannot agree with them. We are certain that Ronsard's body is not begging his soul to leave it in peace because it sleeps. Why should the body fear not to be left by the soul at death?

Will " June " and others, please note that we cannot undertake to file readers' names and addresses against their pseudonyms? Hence the request that prize-winners should always send name and address.

A Prize of Two Guineas is offered for the best translation of the following extract from " Edouard VII et son Temps," by André Maurois. (Paris-Editions de France.)

Ce Budget du Peuple comportait des taxes plus élevées sur les héritages et des taxes sur les terres. Comme en France, les propriétés étaient alors taxées sur des valeurs fictives. Lloyd George proposa de rétablir les valeurs réelles. . . . Il appelait cet impôt: taxe sur les hausses non gagnées.

Pourquoi, par exemple, les propriétaires du sol recevaient-ils huit millions de livres par an en redevances minières? Ils n'ont jamais mis le charbon dans le sol. Ce ne sont pas eux qui ont planté ces grands rochers de granit dans le pays de Galles. Et pourtant ils exigent, comme droit de péage, pour accorder à des hommes la permission de risquer leur vie sous leurs terres, huit millions de livres par an. Nous proposons de placer le fardeau sur les plus larges épaules. . . . Les financiers disaient que le budget de Lloyd George était " techniquement absurde." Tous les grands seigneurs lésés se plaignaient au Roi. Celui-ci . . . transmit au Premier Ministre les plaintes qu'il recevait; Asquith envoya Lloyd George au Palais. Le Roi reçut cordialement le Chancelier de l'Echiquier; celui-ci développa sa thèse: " Il lui fallait des recettes; les classes dirigeantes souhaitaient une marine forte, mais elles ne voulaient pas en faire les frais. Les classes populaires attendaient les pensions pour la vieillesse qui leur avaient été promises. Où trouver l'argent? " Le Roi réfléchit, puis, fort de l'experience de quarante années de budgets britanniques, demanda: " Ne pouvez-vous pas mettre cela sur le sucre? " Lloyd George expliqua que les libéraux, élus comme libre-échangistes, ne pouvaient taxer une nourriture essentielle. " *Yes, yes*," dit le Roi de sa grosse voix, avec bienveillance, " *that is so. That is so.*" Il réfléchit un peu, puis suggéra: " Ne pouvez-vous pas mettre ça sur le thé? " Lloyd George lui fit remarquer que le thé était le seul luxe des pauvres gens. " Alors il ne faut pas," dit vivement le Roi. Et la s'arrêta l'opposition de la Couronne.

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The list for secondary schools of *New Oxford Books* is an attractive pamphlet in which the titles are classified by subject. A number of illustrations from new books lighten the pages. Forthcoming books are announced.

* * *

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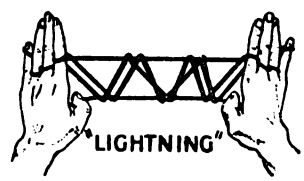

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The list of books published in the weeks preceding November 14, by the OXFORD UNIVERSITY PRESS, as it appears in the December issue of *The Periodical*, includes a number of works of an historical character. General readers, however, especially those who saw service in the War, as well as students of history, will be attracted by the volume on the *History of the Great War*, 1914–1918, by Mr. C. R. M. F. Cruttwell, some lengthy extracts from which are printed in *The Periodical*.

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Education in 1934

The time has come round for a brief review of educational changes and events in a year which will have expired by the time these pages are in the hands of our readers. Let us say at once that the educational changes which have taken place, and the events which have occurred, in the year 1934, are certainly not of the spectacular order. This is not to say, however, that the year 1934 has been a year of stagnation. It is true that, with the exception of a partial restoration of the teachers' rights in the matter of remuneration—and in the deepest sense we regard this step as of really educational and not of merely financial significance—there is little to place on record by way of actual achievement. But public interest in education, not only in scholastic circles but also elsewhere, has never been keener than in the year now brought to its close. And the discussions all seem to be meant as a preparation for a better time coming—it is to be hoped in a not distant future.

Among the many topics of controversy perhaps the most insistent has been that of the school-leaving age. At the beginning of the year we had to place on record the failure of Sir Percy Harris's Bill to secure a second reading. His proposal to raise the leaving age gradually was objected to as administratively impossible—a sort of argument which no strong administrator cares to use against a proposal which is sound in principle. Throughout the year the subject has been discussed from every conceivable point of view, including that of the labour market, of public finance, of the religious bodies who own a high proportion of the school buildings, and, last but sometimes least, of the child himself. For ourselves, we are willing to concede that a general and a sudden plunge might be a mistake. There is a vast difference between a thickly-populated industrial

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area where unemployment is rife, and where the difficulties of staff and equipment could be overcome, and a rural area where the existing educational opportunities for children under 14 do not encourage an immediate extension of the leaving age beyond 14. But that the change is bound to come, and to come before long, we are quite convinced. The formation of an influential School Age Council, including religious leaders, prominent men of business, and members of Parliament, all bent on securing this reform, will no doubt help to hasten the day when, at any rate in urban England, the leaving age will be definitely raised to 15.

Meantime, the reorganization of the old elementary school system in accordance with the Hadow reports, is proceeding—with the qualification, however, that the first of these reports, dealing with the education of the adolescent, definitely laid down a leaving age of 15 as one of its points of departure. Until the leaving age is so fixed, therefore, the scheme envisaged by the report will not really exist. Of the four stages represented by nursery, infant, junior and senior schools, the first has in the qualitative sense made a good start. The second, the infant school, has a sound tradition. The fourth, the senior school, presents problems of its own with which the present generation of teachers are well fitted to cope. The chief difficulty is that of suitable premises and equipment for the type of pupil remaining in that school. It is the junior school which has chiefly troubled thoughtful teachers and observant parents in the year 1934. The danger at one end, especially in the case of boys' schools, is that of a sudden and, for the child, a devastating jolt from the infant to the junior school. The danger at the other end is that of an equally devastating race for scholarships. These dangers suggest the further problems of the staffing of a junior school. Whilst we do not by any means subscribe to the proposition that the education of all children under 11 years of age is essentially a woman's job, we are glad to have seen signs, during the past year, that a feminine element is being recognized as desirable in all such schools, and that men who teach in them are paying attention to the methods employed in the infant schools from which the children have only recently emerged.

We pass to another never-failing subject of discussion—the curriculum of the secondary school. At the very beginning of the year the president of the Conference of Educational Associations, Dr. Dyson, music master at Winchester, denounced the system in which linguistic and literary subjects count as the solid fare, whilst the arts and crafts are regarded as frills. Later on, Mr. Ramsbotham pointed out that this criticism scarcely applied to the primary schools—a fact which Dr. Dyson had never denied—and that as for the secondary schools, it was certainly the function of the teacher to discover and develop a boy's special bias or aptitude, whatever it might be. This was an important admission, betokening sympathy with those teachers who desire a radical reform of the curriculum—which means in practice a reform of the School Certificate examination.

So we are inevitably brought round to the subject of examinations, a subject which, as attentive readers of this *Journal* are well aware, has certainly not been neglected during the year 1934. All the way through the articles we have published, one discerns a recognition of a two-fold aspect of examinations—their immediate purpose as tests of knowledge and ability, and their influence, often of a cramping character, upon the choice of material for study. Naturally these difficulties are felt less in mathematics and science, than in literature and history. In the latter subjects various devices are suggested, and some experiments have been tried, with a view to making the test less haphazard, and with a view to giving greater freedom of choice to the teacher. At present one may safely say that the school examination is an unsolved problem. Let us hope that when the report of the International Institute Examinations Enquiry appears, a long step will have been taken towards its solution.

Two other questions that really concern the curriculum are, and will remain, the subjects of much public debate. The question of education for leisure has always been important, but never so much so as now. As our civilization becomes more and more mechanized, it stands to reason that the hours of labour will be reduced, and that there is nothing sacrosanct about an eight or a seven or a six-hours' day for the earning of a living in any occupation. Then, of course, there is the unemployed person, who should be regarded, not indeed as enjoying, but at any rate as experiencing, full-time leisure. Schools of all kinds should keep in view, not only the future hours of labour, but also the hours of leisure. So runs the unanswerable argument, and it is to be observed that the recent call for educating boys and girls definitely for citizenship agrees quite well with the call for educating them for leisure.

The other question of which we have heard much in 1934, and are probably destined to hear more, is the comparative neglect of what is called religious instruction, but would perhaps be more safely called Biblical instruction, especially in secondary schools. This is a large subject, upon which we have only one thing to say in this place. We believe that the real trouble in the secondary schools is not lack of willingness, but lack of knowledge. How can it be expected that a person who is accustomed to teach a subject which he really knows, whether it be mathematics or literature or geography, should be happy in trying to teach a subject for which he has never had any adequate preparation? The problem involved is being successfully tackled in some schools, especially girls' schools. But, broadly speaking, it has not yet been faced, and if the recent Conference on Religious Instruction in Schools has caused teachers to examine the problem afresh, that is all to the good.

In reviewing education during the past year, we have, as in former years, dealt with general movements rather than with individual educators, however eminent. But it would be impossible to close even a brief summary of education in 1934 without a reference to the loss which the cause has sustained by the death of Sir John Adams. From the particular point of view of this *Journal* he literally died in harness, the last of his recent articles having appeared after his death. His mingled learning, wit, wisdom, and geniality enabled him to make a noble and an unexampled contribution to the cause of educational studies in this country. He will be remembered with affection by those of his own generation who knew him, and also with gratitude by those of the younger generation whom he encouraged and befriended.

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Occasional Notes

Human Biology and Politics:

FOR the tenth annual Norman Lockyer lecture of the British Science Guild, Prof. J. B. S. Haldane selected "Human Biology and Politics" as his subject, an appropriate subject having regard to the life-work of Sir Norman Lockyer and to the purposes of the Guild. With the increase of knowledge, the "general practitioner" in medicine is becoming an anachronism. It is well that there are men of science, like Prof. Haldane, able to discuss the alternatives. "An expert on human biology need not be a doctor, and in many cases should not be." Population is tending to decrease in most civilized countries, except Japan and Russia, and this decrease, in Prof. Haldane's opinion, will intensify the present instability of the international equilibrium. The science of heredity is throwing a flood of light on the "quality" of population and its advancement should be encouraged. Prof. Haldane is cautious on the question of sterilization. Mental defect is difficult to detect, whatever teachers may think to the contrary. We are reminded of the late Prof. Trouton, who did not learn to read until the age of 12, but at the age of 17 had discovered the law which bears his name. Ability depends in some degree on environment.

Family Allowances.

ON the constructive side, Prof. Haldane accepts the principle of family allowances, endorsing R. A. Fisher's arguments; first, that family allowances would check the coming fall of population; secondly, would promote fertility in those who limit their families on economic grounds; and, thirdly, would end the present sterilization of ability. Fisher has suggested 12 per cent per child of the family income as a reasonable allowance. Much valuable work has been done by physiologists in recent years on under-nourishment, a phenomenon not restricted to the poor. We are interested to learn that Prof. Haldane approves of the policy of the Government in lowering the price of milk to school children, a policy which, if properly carried out, "will tend to canalize the demand for foodstuffs into channels approved by biochemists." If a minimum dietary for all is not practicable under the present economic system, people will demand an alternative system.

Biology in the Schools.

SOME eighteen months ago the British Social Hygiene Council set up an Educational Advisory Board to study methods of promoting biological teaching and to advise on its relationship to the School Curriculum. The Board is an unusually representative body, since it includes representatives of the Board of Education, examination bodies, the universities, and teachers' organizations. A meeting on biology and general science in the First School Examination has now been arranged for January 1 at University College, London, in connexion with the Annual Conference of Educational Associations. Dr. W. W. Vaughan, M.V.O., will preside, and three speakers will open the discussion with brief addresses. We think the proceedings at this meeting may well interest a large number of our readers, for there is much to be done before the position of biology in the curriculum of secondary schools is adequately defined. It is generally agreed that a clearer understanding of the relationship of biology to general science in examination syllabuses is necessary, and the supply of comprehensive textbooks is not yet satisfactory. If the conference achieves some unanimity of opinion, we hope that its recommendations will be followed up with some appropriate action by the Educational Advisory Board of the Social Hygiene Council.

Milk for School Children?

OUR contemporary, *Education*, devoted its leading article for November 30 to a slashing attack on the policy of the Board of Education with regard to the free distribution of milk to necessitous school children. Under the heading of "Administration Gone Mad" the writer, whose identity is scarcely concealed by the trenchant style, castigates the Board of Education for its insistence on a medical warrant of malnutrition in every case where milk is distributed free to children who are, in the opinion of the local education authority, under-nourished, subnormal, or necessitous. Mr. Ramsbotham, as the spokesman of the Board in the House of Commons, is severely criticized for his advocacy of the scheme of medical certification, which the writer describes as "a costly barrage between the hunger-ridden child and a glass of milk." It would seem clear from the arguments advanced that the necessity of the child ought to be the governing factor in the scheme for free distribution of milk. By seeking to impose a medical test as a criterion of necessity, the Board appears to be throwing an unnecessary burden upon school medical officers and unreasonably limiting the exercise of those autonomous powers which Parliament deliberately vested in our local education authorities. But the critic seems to us to have somewhat weakened the force of his case by the excessive length of his statement and the trenchancy of his phrases.

Mr. Ramsbotham's Defence.

THE Parliamentary Secretary took the unusual course of replying in our contemporary to its criticisms of the Board's attitude, which he considered went beyond the bounds of fair comment. He cited the report of the Board's Chief Medical Officer in justification of the Board's attitude, but he scarcely made out a strong case. Meanwhile, his critic argued that the Board's views were not even financially sound, since the cost of the extra medical inspections would largely if not entirely nullify any saving in the distribution of free milk. It is appropriate to remark that the Council of the British Medical Association has, as recently as a month ago, passed a resolution to the effect that "the onus of determining in every case that a scholar is presenting evidence of subnormal nutrition, before free meals or milk is provided, should not be placed upon a medical officer." Our comment is that the Board appear in this issue to be rather out of touch with the advance of public opinion, and the "time-lag" in this case is such as to indicate that the Board is still uncertainly wandering in the mists of those dubious doctrines of economic necessity which were hallowed in the days of *May*, if not of *Ray*. It is necessary to emphasize that we are emerging from that unhappy era. A nation that is now clearly determined to remove once for all the reproach of our slums is not inclined to quibble at a measure designed to improve the nutrition of needy children, and the Board, as well as the Treasury, might do well to reconsider their attitude on this question

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before public opinion asserts itself somewhat more uncompromisingly.

Widows' Pensions.

CONSIDERABLE interest has been aroused among teachers by the intimation that during the next few months the superannuation arrangements in the Civil Service are likely to be improved by the institution of an optional scheme under which it will be possible for a Civil servant on retirement to provide a life-pension for a wife or other dependant out of his own pension. The essence of the scheme is that, if certain conditions are satisfied, a male civil servant will be able to surrender part of his statutory pension for the above purpose. Certain options are available, and, as an example, we may state the case of an officer retiring in good health at the age of 60, with an awardable pension of £300. If his wife were five years younger than himself, and he decided to allocate £60 of his pension, the pension of officer and wife together during their joint lifetime would be £274; the pension during the lifetime of the officer after the death of his wife would be £240; and the pension during the lifetime of the wife after the death of the officer would be £69. There appears to be no good reason why such a scheme should not be open to the teaching profession, many of whose members would certainly welcome it, and we understand that tentative inquiries are being made with a view to action if this is deemed advisable.

Bias in Textbooks.

WHILE it is not necessary to assume that the London County Council will identify itself with proposals made by the London Labour Party, a recent decision of the latter to set up a committee "to examine and report on all textbooks used in the schools, and all militaristic, patriotic and capitalistic propaganda, with a view to the substitution of books of a more impartial character for all textbooks not regarded as accurate and reliable," has created some interest among teachers in London. The comments we have heard are to the effect that while the elimination of certain textbooks would no doubt be desirable, any attempt to get rid of them at the bidding of a political party, besides being open to serious objections, might have far-reaching consequences. Teachers have watched, not without apprehension, the attempts now being made on the Continent, apparently with some success, to subordinate education to the supposed interests of the party in power, and there is a determination to make every effort not to let this happen here. We expect that these views will find wide acceptance and that the great majority of educationists will agree to put up strong resistance to any proposals, from whatever quarter they may come, which would interfere with the liberty they at present enjoy to adopt textbooks on educational grounds alone.

Junior Instruction Centres.

ACCORDING to information circulated by the Minister of Labour in reply to a question, it appears that up to December 4, fifty-one education authorities had submitted proposals for the provision of junior instruction centres and classes for unemployed boys, and forty-six authorities had done the same for girls; sixty-three authorities had submitted proposals for the admission of unemployed juveniles to existing educational institutions; and 123 junior instruction centres are now in operation. The average attendance at these for the week ending November 21 was 13,945 boys and 4,757 girls. The Minister added that he was satisfied that a determined effort was being made to put the scheme into early and effective operation. But the figures quoted do not seem to bear out this contention. Of the 123 centres referred to, twenty-one are in South Wales and nineteen in Scotland. It may well be asked how these can possibly deal with 12,000 and 22,000 youths respectively, or whether the fact that there are more than 100,000 unemployed youths for whom no provision has yet been made does not impair the Minister's statement. We were always very doubtful about the advisability of setting up the junior instruction centres as an alternative to raising the school-leaving age, and the above figures appear to justify our misgivings. We doubt very seriously whether these centres are worth the money that is being spent on them.

Higher Leaving Age.

THE influential meeting of representatives of social welfare organizations to urge support of the School Age Council in its efforts to secure the raising of the school age is a reminder that this reform needs, and is receiving, the support of adherents of all parties. The Hon. R. D. Denham, M.P. for Central Leeds, said that every reform which dealt with children was urgent. "Every year you lose you have a whole school generation deprived of the benefits of the reform, whatever it may be." Apart from the educational urgency there was the industrial urgency—they would soon be faced with industry saying they could not spare the fourteen-year-olds. The problem was to make democracy work, and no society could be happy that deliberately underdeveloped the capacities of large portions of its citizens. Dr. W. G. S. Adams, Warden of All Souls, stressed the non-party aspect of the Conference, and said that the raising of the age was a matter of common sense, not a question of idealism. Miss Margaret Bondfield pointed to the fact that there were now about 106,000 young people on the unemployment register, and said that the arguments against raising the age to-day were the same as those that used to be levelled against the abolition of the "half-timer." We note that the deputation from the School Age Council to the Prime Minister has been postponed. We hope this means that when it does go it will be able to report the adhesion of many more prominent people of all parties in favour of immediate action.

Queen Mary College.

EAST London College, a School of the University of London, has received a royal charter under which the College is re-named Queen Mary College. Her Majesty has thus within a few months given her name to one of the largest ships in the world and to a great college. The new title, however, is not fully distinctive—there is a grammar school at Walsall named after the earlier Queen Mary—and may suggest a college for women: Queen's College, in London, named after Queen Victoria, is the first college for women established in this country. Our greatest public school is content to take its popular name from an obscure village in Bucks, though it was founded by Henry VI. Appropriately Queen Mary has been elected the first fellow of the College to which she has

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given her name. East London College, like Birmingham and Leeds Universities, had originally a scientific bias and its first change of name eliminated "Technical" from its title. Under the principalship of Sir Frederick Maurice, it is embarking on a scheme of reconstruction, estimated to cost £250,000. There are now about 500 full-time students.

Legal Education.

THE law's delays are proverbial. We may hope, nevertheless, that some scheme for improving legal education is slowly incubating as the result of the report of the Legal Education Committee presented to the Lord Chancellor in July. The Committee's most important suggestion is the foundation of an Institute of Legal Research, to serve as a centre of study and a clearing house for information as to laws, imperial and foreign. The question of the relation of the Institute to the University of London is left open, but the Institute will have to receive the co-operation of the legal profession in its two branches and of the Inns of Court. Some financial help from the Government may reasonably be expected. A specialized library may be necessary and a unified catalogue of the legal libraries with which London is so richly provided is regarded as indispensable. The Report of the Committee is signed by the Chairman, Lord Atkin, and by all his colleagues on the Committee, a supplementary note being added by one of the members, Prof. H. J. Laski.

University Statistics.

THE lack of any ordered criticism of our system of higher education, if such it can be called, has been patent for some years. Every institution of higher education appears to be a law unto itself, and the relations of central and local education authorities to higher education are chaotic. Prof. Major Greenwood's inaugural address as President of the Royal Statistical Society on the recent history and function of university education is therefore welcome. He estimated that half per cent of males had had a university education at Oxford and Cambridge, when these were the only universities in England. This proportion has now increased to about 2 per cent. The renaissance of English university education which, according to Prof. Greenwood, occurred eighty years ago, was illumined by such figures as Newman, Mark Pattison, and Walter Bagehot. Prof. Greenwood evidently attaches more importance to the reform of Oxford and Cambridge Universities, which began in the middle of the nineteenth century, than to the foundation of University College and King's College in London, which took place rather more than 100 years ago.

A Grammar School History.

THERE is general agreement that the continuity and traditions of our country grammar schools should be preserved at all costs. Many of our most famous men were educated in these schools, and one can instance in this connexion the names of Shakespeare, Clive and Reynolds. Moreover, these schools generally had a strong local connexion, and their history illustrates both the changes in British local administration and the theory and practice of education in the provinces over a long period of years. These points are well brought out in the history of a Norfolk school, the Paston Grammar School, North Walsham, which has been written by Mr. C. R. Forder, an old boy of the school, and has now been published by the Governing Body. The school originated in an endowment by Sir John Paston in 1604, and Mr. Forder describes its development since then and throughout various vicissitudes in the eighteenth and nineteenth centuries. About the year 1770, it was flourishing exceedingly, and then housed its most famous pupil, Nelson, who was there for a twelvemonth. Many other well-known men were at the school at various periods. John Allen of Massachusetts, Archbishop Tenison, William Hoste, the great naval commander; while Louis Parker, the famous pageant master was an old boy and wrote the school song. One cannot study the history of schools of this type without being impressed by the great contribution that they have made to our national life. It would be well if the histories of other grammar schools similar to the Paston School would be written now while records are still in existence.

The Classical Association of Scotland.

THE future of classical study in the schools and universities was the subject of consideration at a recent meeting of the Classical Association of Scotland. In the presidential address Dr. Gordon pleaded for more co-operation between the teacher of English and the teacher of classics. He would like to see the Georgics studied alongside of Thomson's "Seasons" or "Comus" compared with a tragedy of Euripides. He pointed out also that the classical teacher often failed to emphasize the fact that topical interests exercising the public mind frequently owed a good deal to the influence of the classics. For example, during the last few years the Press had been full of discussion of the new type of biography, yet nobody had taken advantage of the opportunity to point out that biography was a Greek invention, the first biography that was written being that of Socrates. In discussing the future of Greek, Dr. Gordon remarked that the proportion of educated men who knew Greek was becoming smaller and smaller. It was some comfort to recollect that after all Greek had never been very widely known, but as for Latin the case was very different. It would be a disaster if Latin ever went the way of Greek. Latin was in the very sap of English speech, and it was much to be desired that the teachers of English should make common cause with teachers of classics for the purpose of preserving the study of the Latin language and literature. So long as boys were capable of making happy discoveries of the stimulation and charm of the ancient languages there need be no fear of their ultimate extinction.

Latin in a Scottish School.

THE Presbytery of Wigtown has sent a petition to the Secretary of State for Scotland protesting against the withdrawal of facilities for teaching Latin in Whithorn Higher Grade School. The arrangement had been suggested by the Director of Education and approved by the Education Committee. The Whithorn School is a small one and its pupils do not proceed beyond the third year, but such as wish to continue their education are accommodated in the secondary school at Newton-Stewart. The Director had indicated that even if they dropped Latin in Newton-Stewart it would not be a considerable loss, and this has alarmed the Wigtownshire clergy. In their petition to the Scottish Secretary they stress the cultural value of Latin, and

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point out that if the Director's policy is acted upon, it will deprive half of the county of a very valuable educational facility. They point out further that while they regret the withdrawal of an important educational opportunity, they deprecate especially the handicap thus imposed on young lads who might eventually hope to enter the ministry, in that Latin is essential for such as hope to obtain the B.D. degree. Children from the southern end of the county who are obliged to attend school at Newton-Stewart must be absent from home from 7 a.m. to 6 p.m. Otherwise they are obliged to go into lodgings at considerable expense to their parents. On all these grounds the petitioners ask the Secretary for Scotland to use his good offices with the Education Department in order to have the matter reconsidered. The fact that the county is involved in considerable expense in order to continue the teaching of Latin to a handful of pupils does not seem to have been taken into account.

The Gap between School and Work.

LORD EUSTACE PERCY was recently entertained to dinner by the Lanarkshire Local Association of the Educational Institute of Scotland. In submitting the toast of "Scottish Education," he made special reference to the educational aspect of the unemployment problem. They were, he said, at the centre of a battle that was raging all over Europe—the battle against the waste of youth. In every civilized country the gravest problem they had to deal with at the present moment was the inability of society to employ its young men and women in useful and satisfying work. Something must be done to get back to a position of economic security. It was appalling to think that in certain parts of the country a population was growing up to manhood, was even approaching the prime of life, yet had never been in employment since it left school. One great essential of the present time was to find some means of assuring regular employment for the first ten years of working life to all who issued from our schools. That was not enough, but it was worth while concentrating on that as a first move, and employers should be called on to recognize it as their duty to see, as far as in them lay, that no candidate for employment at that age should be out of a job. It would be necessary, of course, to raise the leaving age, not perhaps to some fixed point for every one, but so that no one should be permitted to leave school until he had secured beneficial employment or could be otherwise guaranteed support. A system of continuation schools would also be necessary so as to bridge the gap between the first entry into employment and the real maturity of intellectual power.

English in the Scottish Schools.

AT the annual general meeting of the Scottish branch of the English Association, the President, Mr. W. W. M'Kechnie, Secretary to the Scottish Education Department, delivered a most interesting and practical address on "English in the Schools." In the course of his address, a happy blend of wit and common sense, he reviewed current practice in the schools and had some shrewd and helpful advice to offer to the teachers. He criticized the practice, still followed in many schools, of devoting an undue proportion of time to the so-called classics of English literature. Shakespeare was begun too soon, and often the teaching was rendered unfruitful and distasteful by an unwise emphasis on note-taking. His plays should be read for sheer enjoyment and should always be acted in the class-room, but a course of modern one-act plays might even be more stimulating and acceptable to the pupils. Composition, Mr. M'Kechnie maintained, was often unsatisfactory. Too much time was devoted to the formal essay. It would be more useful to make a careful study of précis, the writing of simple paragraphs, short descriptions and letters of a simple every-day type. He agreed that even yet many teachers were wasting time on the study of grammatical details that were valueless in themselves and that contributed nothing whatever to a mastery of the language. A careful study of vocabulary would be useful, but formal analysis was overdone. There seemed to be so much of the teacher's practice that was dictated by examination requirements. A pupil should find real pleasure in his English studies, and even if he left school at 14 he should be able to interpret effectively a piece of plain prose and to write on everyday matters with idiomatic correctness.

Welsh Dialogue Films.

REALIZING fully the tremendous influence of the film not only in formulating standards of culture, but also of speech, the League of Welsh Youth (a rather free translation of Urdd Gobaith Cymru) is determined to attempt the production, or at least the encouragement of production, and distribution of Welsh sound films. In this determination its leaders indicate a shrewd appreciation of the value of a force which has impressed alien, and inferior, terms of speech on even the greatest universal language in the world-English, and has given the increasing cinema-loving clientele of children no chance of considering Welsh other than as a language not of sufficient importance to be used for sound films. This is true not only of urban areas, but of rural areas where the system of working six small halls a week in a group of villages with one programme is becoming increasingly common. At first it is scarcely likely that big film production companies can be induced to produce purely Welsh sound films or even to produce sound films with the dialogue duplicated in Welsh, but experiments may be made with 16 mm. sub-standard sound on film projectors. Is there a sufficient clientele for the production of films of this size and character having as their theme the history, traditions, and beauty of Wales, and will the film evoke a native genius which drama has so far failed to do—or has done only to a moderate degree?

Wales's Twentieth Century Problem.

SIR PERCY WATKINS, late Permanent Secretary to the Welsh Department of the Board of Education and now Secretary of the Welsh Department of the National Council of Social Service, recently said that whereas the problem of Wales fifty years ago was the provision of education for the able child and young persons beyond the elementary school stage, the twentieth century had brought her the widespread tragedy of unemployment and the concomitant problem of the education of grown-ups. In prosperous days, even with a public accustomed to a low level of public expenditure, it had been a comparatively easy problem for far-seeing leaders to pioneer and organize the provision of a system of democratic secondary and university education which had quickly reached, and in some respects, passed the Scotch system. Costs of building

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and salaries were low and there was the incentive that better education meant better commercial success to the individual and to the nation. Now hundreds of brilliantly equipped young men and women can find no worthy niche in industry and commerce and, to maintain their physical and moral fibre, the urgent need, in times of industrial distress when the level of public expenditure and the costs of educational provision are high, is for the continuation of this high standard of education during enforced leisure when time hangs heavily on eager hands.

The Welsh Medical School Officers' Training Corps.

A VARIANT on the now well-known resolution passed by various associations of students in the older and other universities has been formulated by some of the students of the Medical School of University College, Cardiff. There the authorities of the School proposed to set up a training corps in connexion with the Royal Army Medical Corps, but a section of the students has taken exception to this and announced that, in no circumstances, will its members join such a Corps. The "We will not serve the King in a combatant capacity in war" attitude of university youth may be condoned, or entirely excused, according to the outlook of the adult critic. This attitude of refusing to equip one's self even to alleviate the suffering of those who, possibly from mistaken motives, are enduring agony, and even standing on the threshold of death, is not so easy to excuse and may even, to old-fashioned minds, be detestable. The embryo doctor undergoes his training in order to prevent suffering or to remove its cause. It is not his business to be concerned with the fact that the patient has brought the suffering on himself by ignorance, neglect, or excess. On the preventive side, the doctor has to play his part in educating the public out of neglect, ignorance, and excess, but his professional job for many years will be to deal with the result—in the surgery or operating room (of peace or war). But perhaps he can prepare for his healing mission in time of war without joining the R.A.M.C.?

The Irish Free State.

THE Association of Assistant Secondary Teachers in Ireland held a dinner on December 8 to celebrate the twenty-fifth anniversary of its foundation. Two booklets were published, one of which gave a history of the Association and the work which it has accomplished, and the other contained a more detailed account of the fight for security of tenure. The Association may well be proud of its record. In 1909, the assistant teacher was an outcast, without legal rights or social status. He is now a member of a closed profession, receiving government grants and entitled to a pension. Unfortunately, his position is still unsatisfactory in one very important aspect, namely security of tenure. This single defect is so great that it reduces the value of all the other concessions which have been won after a hard struggle. We hope that it will soon be removed. At this dinner there were several speeches of great educational interest. Chief of these was that of the President, Mr. de Valera, who was originally a secondary teacher. He repeated what he had already said at the Trinity College Historical Society, that universities are becoming high-class vocational schools, training candidates for professions and other careers. The community therefore will more and more come to rely on the secondary schools for culture. Another statement of his may foreshadow important action. He said that the Government had not hitherto been able to give enough time to the consideration of education, but that it was now about to examine the whole system. We hope that this does not foreshadow more State interference with education. In an appeal case which came before the Circuit Court, Judge Devitt has decided that the Minister has no statutory right to decide that a school is not a suitable school, in accordance with the Attendance Acts, because Irish is not taught. The next move rests with the Government.

Teachers of the Deaf.

MANCHESTER UNIVERSITY has extended its department of education of the deaf by providing a laboratory and lecture room, a sound-proof room and control room, and other facilities. Lord Leverhulme, who inaugurated this new development, said he believed Manchester University was unique in Europe in possessing a department of the kind. Established originally in 1918 through a magnificent gift from the late Mr. J. H. Jones, it has encouraged research as an important activity. As Lord Leverhulme said, the education of the deaf has been woefully neglected. It appeared rather a hopeless subject until tackled by scientific enthusiasts. Only a small number of people are born absolutely deaf. We are reminded that Dr. Graham Bell invented the telephone when he was trying to construct an electrical hearing aid for his wife. There is every prospect, said Lord Leverhulme, that people will be fitted with electrical aids for hearing in much the same way as they are fitted with spectacles.

School Music.

THIS Occasional Note is being written in the beautiful strains of Bach's Mass in B Minor, relayed from Oundle School. Our duty and pleasure are to congratulate the School as a whole on a notable achievement, possibly the most notable of its kind, and in particular Mr. Stephen Champ, the leader of the school choir and orchestra, and Mr. Clement N. Spurling, the conductor. The example and high standard set by Oundle should be emulated, though some schools may not be able to retain the services of distinguished soloists and instrumentalists, and the British Broadcasting Company will, we hope, repeat this successful experiment. Ought there not to be more evidence of the cultivation of music in our schools? In the spacious days of Queen Elizabeth the English gentleman could sing a madrigal as readily as he could drink his sack or scuttle a ship. Choral singing is one of the purest and most innocent forms of pleasure. If education is to be directed to the right use of leisure, music should be given more encouragement in our schools.

MODERN LANGUAGES.—We are glad to welcome the first number of the sixteenth volume of *Modern Languages* (University of London Press, 1s.), the organ of the Modern Languages Association. It gets fatter and more important as the years go on; and its editor, Mr. A. H. Sleight, is to be congratulated on the result of his labours. This number has, among others, articles on "Why Italian?" by Edward Hutton, "Contemporary French Verse," by F. A. Hedgcock, and "The Teaching of English by means of the Gramophone," a report of the M.L.A. sub-committee. In addition, there are the editor's notes on events interesting to modern language teachers, reviews, and bibliography, so that no teacher can afford to miss it. Members of the Association receive six numbers a year post free.

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Foreign and Dominion Notes

SWITZERLAND

Punishments.

From the *Official Bulletin of Primary Education*: "The following punishments are in use in Genevese schools: warning, reproof, bad marks, impositions, keeping in after school hours, interview with the headmaster in the presence of the parents, detention on the Thursday holiday, and, in very exceptional cases, change of school and even expulsion. (We are glad to miss the cane—still unintelligently and cruelly busy in too many of our own schools!) . . . Punishment should be rare, but if imposed, strictly applied (we venture to add, without long delay—sometimes a torture), and chosen with the object of preventing future misdemeanours, rather than of punishing those already committed, and with the idea of encouraging intelligent effort. It should be shown to be a necessary consequence of breaking rules which exist for the good of all. . . . Tasks such as the following should never be imposed; copying out pages of printed matter, or verbs many times over, or such phrases as 'I ought, or ought not' . . . 25, 50, or 100 times." Happy Genevese schools!

MANCHUKUO

"The Will of Heaven."

We have received "with the compliments of the Department of Foreign Affairs, Manchoukuo (*sic*) Government," the latest issue of its *Information Bulletin*. An introductory note states that in January of this year "the Government issued a declaration announcing its intention to establish a monarchical régime, in accordance with the will of Heaven, and also in compliance with the popular demands." Of the 200 pages of the *Bulletin* four deal with education,—"Provisional Regulations for Private Schools," already, or to be, established by "a private person, or private juridical person" (whatever the difference may be). For higher grade schools permission must be obtained from the Minister of Education, for lower from the Provincial Governor. The application must set out in detail, *inter alia*, purpose, curriculum, proposed textbooks, time-table, holidays, fees, together with the *curriculum vitae* of both founder and principal. Schools once established can only be abolished by permission of "the authorities," who will require information as to "the disposal of teachers and students." Similarly with the dismissal of "unfit" teachers. Further, schools must report yearly as to "duties, *treatment*, and attendance of staff," number of classes, and number and attendance in each class, balance-sheet, estimated budget, and "number of graduates and their subsequent conditions." Unless the word in italics is the Japanese rendering of the French *traitement*, there is no mention anywhere of salary. Nor of punishment, unless included among "other important matters." Nor are the words "inspection" or "inspector" used. But "should equipment, management, or teaching be deemed (by whom?) inadequate or inappropriate, the permit of establishment may be cancelled."

Japan Senior.

It is good to find Japan so advanced educationally. Other examples are that a Government delegate was present at the Geneva Conference referred to already; that the fifteenth International Red Cross Conference met in Tokyo in October; that the Junior Red Cross has over 7,000 local groups, with a total membership of nearly 2,000,000; that in connexion with Goodwill Day 20,000 copies were issued of the monthly children's magazine, *The World and Ourselves*, with the text of the Welsh Children's Message in English and Japanese, and an explanation of its significance; and, finally, that in reply a Japanese girl, Miss Nishizawa, wrote: "Many thanks for your peace-message. We were told of it by our headmaster. With all our hearts we 1,430 children of our school are sending you our cordial greetings."

U.S.A.

The Challenge to Education.

From a recent address by Dr. Nicholas Murray Butler, President of Columbia University, New York. "Our slowly-building civilization has been broken into a hundred fragments. At the very moment when union of all for all, in the common interest and to promote the general welfare, is the crying and most obvious need, it is disunion—disunion political, disunion industrial, disunion social, disunion moral, disunion intellectual—that forces its disheartening way forward on every side. It is represented by every form and kind of abhorrent voice and influence, from those of simple folly and ignorance, to those of dangerous and selfish effrontery, malice and madness. No principle of morals or of organized life is too well-established and too clearly based upon unbroken experience to escape ribald and contemptuous attack. No form of folly and no tempestuous phrase-making are too ridiculous to be extolled and to receive a popular acclaim. . . . Culture is laughed at, while scholarship and good manners are looked upon as the marks of a hopeless reactionary. . . . Ideas, policies, slogans which belong to the darkest of dark ages are hailed as progressive, while the finest and best-tested liberalism is hotly denounced as inimical to the interests of the mass of the people. . . . At the moment, it is the people of Great Britain who are standing most firm upon honoured and well-established foundations of ethical and institutional life and of public morals, thereby once more strengthening the honour and esteem in which the thoughtful world has held them for a thousand years. . . . Unhappiest of all, a large part of the great German people, whose literally colossal accomplishments in philosophy and in science, in literature and in the fine arts, in industry and in commerce, have played so commanding a part in the world's history for two full centuries, has gone completely mad under the pressure and temptation of those rigid and disheartening conditions which attended the writing of the Treaty of Versailles, and which have marked the subsequent administration of its drastic and indefensible provisions. No light and no leadership can be looked for from Germany for some time to come. Those people must regain their senses, turn their backs upon the silly and reactionary slogans which are now hurled at them to be received with such highly emotional enthusiasm, before they can resume the intellectual leadership which they had so well won and which some day will again undoubtedly become their right. The world cannot do without Germany, no matter how preposterous and reactionary may be its ruling policies and doctrines at the moment. . . .

"Here in the United States we are on the border line. In our public policies and public expressions we are falling much below the level upon which the British people stand. . . . No political or economic programme is too absurd or too unreasonable to receive a certain measure of public acclaim among us. Men whose names should never be mentioned save with a smile in any serious society, are extolled by their immediate neighbours, and sometimes over wider areas, as hopeful and promising leaders and guides of public opinion and public action. Promising, yes; but hopeful, no. One would have thought it quite impossible that after the long record of human experience in the fields of reflection, of action and of experiment, such a condition as now everywhere confronts us could exist. Yet it does so. It is marked by disunion of every sort and kind—the breaking up of families and family life . . . the subordination everywhere of the moral and the ideal to that greed for gain and for power which is the wickedest manifestation of the unchecked profit motive when unguided by the spirit of service; the vain exaltation of local, sectional and national temporary interests and vanities under the guise of a wholly false patriotism at a time when the satisfaction, the happiness and the progress of every man and every group of men are dependent upon the quick constitution of an organized world of citizen-nations, to the end that true union may displace for ever that disintegrating spirit of disunion which is now so widespread.

"The one instrument which humankind has in its hands to accomplish this revolution forward is that of a liberal education. Narrow preparation for vocations and technical preparation for professions will not do; a liberal education, at least in its elements, must be the foundation of both these. It is the power of liberal education that is challenged by the influences which control the world to-day.

"A liberal education is not only one which is based upon a true concept and understanding of freedom, but it is one which prepares for freedom—freedom from narrow and self-seeking selfishness, freedom from meanness and hypocrisy, freedom from malice and antagonism, whether personal, group or national, freedom from willingness to exploit or impose upon one's fellowmen. The man who is truly free will see the world as it is. He will be a stern realist and for that very reason a sincere idealist, since it is ideals, whether true or false, which rule the world. If these disunions are to be overcome, it can only be through the power of an educated and enlightened public opinion which grasps and is guided by the ideals and convictions of a liberal education."

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French in Evening Schools

By JOHN H. CHILDS, Senior French Master, Barrow-in-Furness Grammar School for Boys

THE question of the organization of French classes in evening schools and technical colleges, and the most suitable methods to be adopted in the conduct of such classes, are matters which are claiming more and more insistently the careful attention of directors of education and principals of institutes. It is becoming increasingly evident that, without an adequate knowledge of foreign languages, our national supremacy in industrial affairs will not avail of itself to secure for our country the premier position in the world which we all desire her to hold.

The students who enrol each September in evening schools fall into two categories: beginners, including those who have gone only a short distance along the road, and advanced students who have reached Matriculation standard, and who wish to pursue their study of the language for the purpose of passing commercial or professional examinations, or who merely desire to spend their summer holidays in France or Switzerland.

For those of the first group, many of whom seek to pass the London Matriculation Examination with as little delay as possible, the course must be made eminently practical, little being attempted beyond what the syllabus requires. It is quite feasible to arrange such a course of study as will enable a student of average ability and diligence to reach the requisite standard in two or three winter sessions. The ambition of the student to reach his goal, and, in the case of beginners, the novelty of this fresh subject of study, will ensure regular attendance at the class week by week. There is, indeed, little difficulty in securing a good percentage of attendance in these elementary classes.

But, in the case of advanced students, those who, having gained their Matriculation Certificate, manifest a desire to pursue their study of French for the purpose of improving their knowledge, without having any more definite end in view, and those who seek to acquire a firmer grip of the language with the aim of spending summer holidays abroad, the problem of ensuring regular attendance presents greater difficulty. Such students usually display great keenness during the first month or two; then they begin to be irregular in their attendance, fail to do any home-reading or preparation, and finally disappear altogether. Indeed, in some evening schools, the French teacher may find, after the Christmas vacation, that his register shows an entirely different set of names—the previous students having lost all interest in the lessons.

Yet it is possible, so to conduct a class in advanced French in an evening school as to hold the interest and ensure the regular attendance of the bulk of the students throughout the entire session. Indeed, the work may be so arranged that year after year the same students attend the class, along with recruits sufficient in number to maintain the maximum strength allowed by the regulations. The writer of this article has for over twenty years been in charge of such a class, numbering thirty students, including a nucleus of at least a dozen of both sexes who return session after session, and he proposes to give here an account of the manner in which his class is conducted.

In the first place, he finds it essential to speak French throughout the whole period of two hours, and to insist upon his students following his example. This is the primary and indispensable condition for the successful conduct of such a class. There will always be certain members who fail at first to grasp much of what is being said, but they must be encouraged to persevere, and the example set by the more competent and experienced students will help very materially in this. What these have achieved, the new-comers in their turn may hope some day to achieve, by patient and persistent endeavour. On no account must the teacher translate what he or some one else has just been saying. There must be one language only in use in the room. This condition must be made quite clear at the outset.

If at any time during the evening a student wishes to speak to his neighbour, he must use French for this purpose. The teacher will inform his class that he is the only one in the school who encourages students to converse with each other during the lesson, but it is on the distinct understanding that no English be used. This will go far to suppress frivolous chatter, and will at the same time create the atmosphere necessary for the successful conduct of the class.

The first lesson of each new session must resolve itself into a talk by the teacher in French on his aims and plans. He must state clearly that he will assume his students know the grammar of the language, for it will be his intention to refer to grammar rules very seldom, and only when it is necessary to elucidate some common difficulty. The basis of the work will be the acquisition and constant use of a wide vocabulary, together with an accurate understanding of idioms. The steady progress of the students will depend upon their frequent hearing and use of French as it is spoken in France among educated people. Nor will the literary side of the study be neglected. Among the class-books in use will be a good anthology of the best modern prose and verse.

The lessons will be planned as follows. The last quarter of an hour of each lesson will be devoted to the writing in exercise-books from dictation of a passage of French prose, the nature of which will vary as much as possible week by week. The teacher will collect the books in which this dictation has been written, and will correct them at home before the next lesson. When the class assembles the following week, the students will find this passage written on the board; the lesson will begin with remarks by the teacher on the nature of the errors he has found in his correction of the work. If any common error has been made involving some point of grammar, he will fully explain the rule, giving or inviting copious examples of its application. Then he will discuss the life of the author, with such references to his works as will induce his hearers to read such books, especially if these are to be found in the school or the town library.

For the purpose of creating among the students the habit of reading French, he will find it a good practice to select each week from publishers' catalogues one book, the title of which he will indicate prominently on the blackboard under the designation of "The Book of the Week." For example, he might choose Chateaubriand's story entitled: *Le Dernier des Abencérages*, or Erckmann-Chatrian's drama: *The Polish Jew*, which can be purchased for one shilling. He will invite those who are interested in what he has to say about the chosen book to write their names on a sheet of paper placed on his desk, and to leave the shilling necessary, and he will at once place the books on order with a local bookseller, so that the copies may be available for distribution the following week. This scheme has been found in actual practice to be quite successful, and highly beneficial.

To revert to the dictation passage: he will proceed to discuss in detail the vocabulary employed, giving each useful word the fullest attention possible, asking for other words of the same family group, and for antonyms. He will encourage the students to digress from the path in order to open new lines of thought and conversation. Such digression is of the utmost importance, since it ensures spontaneity, which is the life and soul of the interest of these lessons. He himself must open up such bypaths, using every pretext for leaving the beaten track, along which the lessons would probably end in monotony and dullness.

In the course of this discussion, in which question and answer are mingled with descriptions by the teacher, or by one of the students, of places visited, especially in

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France or Switzerland, of books read or of plays seen at the theatre, French life, manners and customs are fully treated from many angles, the salient facts of French history are taught, the literature of the seventeenth and the succeeding centuries receive their due attention, and at the same time considerable additions are made to the students' store of French words, idioms and proverbs.

The teacher will make use of every opportunity for referring to *La Fontaine's Fables*, and to such well-known and valuable books as Daudet's *Lettres de mon Moulin*, Mérimée's *Colomba*, About's *Le Roi des Montagnes*, and to the *Romans Nationaux* of Erckmann-Chatrian.

In his home-preparation for these lessons, the teacher has made an endeavour to foresee the lines along which discussion will travel, yet he will invariably discover that his previsions have failed to anticipate all the paths along which he subsequently finds himself leading or perhaps following his students. This must not deter him, however, from giving his imagination free scope as the lesson proceeds. Only when conversation on any topic begins to flag will he carry the class back to the passage written on the board. In this way, the lesson which began at seven o'clock will continue without intermission until eight o'clock or even a quarter past, and every one will be surprised to find that the time has flown so quickly.

The remainder of the two hours normally given to evening classes will be spent in reading aloud, by teacher and students, of passages from a book of long extracts from the best authors, and in the rapid discussion and explanation of words and expressions met with. Then the anthology of prose and verse will afford the students an opportunity to acquire a right and satisfactory knowledge of the best French literature of modern times. The final quarter of an hour is devoted to the writing from dictation of another passage of prose, such as will give scope for the next lesson. Indeed, the teacher may be compelled to expend much time and thought in the selection of the dictation passage, remembering that the success of the next week's lesson will depend very largely upon his choice.

Such will be the lines along which work will proceed from September until Christmas. In January, the discussion of the dictation passage will be curtailed, the time thus freed being devoted to a questionnaire written on the board before the lesson. The compilation of this must be carefully undertaken. It should be of such a nature as will permit of the explanation of a wide range of words and idioms. French life and history will figure largely in the conversation, sports and pastimes will receive their due measure of attention, and the lives and works of the great writers, from Molière to Anatole France, will be passed in review.

It will be noticed that, in this survey of the methods employed successfully by the writer for some twenty-five years, no mention has been made of translation into either language. In the earlier part of his career as teacher of French in evening institutions, the writer experimented with translation exercises, but finally relinquished them as having little real value for the type of student attending the class, as compared with the conversational methods described. By banishing English entirely from the classroom, the teacher is enabled to create the atmosphere best suited for his lesson; for him to introduce at any moment translation exercises would be to destroy the good already achieved, namely, the bringing into the room of the living spirit of France and of its wonderful language.

Appended is a list of French texts and manuals which the writer has found useful in his work in the class-room, and for his own study and reference:

TEACHERS' BOOKS:

Dictionnaire Encyclopédique en deux volumes, Larousse Universel. (Larousse, Paris): 300 frs.
Standard French and English Dictionary in two volumes, J. E. Mansion. (Harrap): £5 5s.
A Glossary of French Slang, Leroy. (Harrap): 2s. 6d.
A Glossary of Colloquial and Popular French, Kastner and Marks. (J. M. Dent): 12s. 6d.
Comment on Prononce le français, P. Martinon. (Larousse, Paris): 14 frs.
Comment on Parle en français, P. Martinon. (Larousse, Paris): 16 frs. 50.
La France: Géographie Illustrée en deux volumes. (Larousse, Paris): 295 frs.
Voici la France, Clément and Macirone. (Harrap): 3s.
Le Voyage des Dupont, Hartog. (J. M. Dent): 1s. 6d.
La France: French Life and Ways, Guibillon. (J. M. Dent): 3s.
Features of French Life, in two parts, F. R. Robert. (J. M. Dent): 3s. 4d.
Les Provinces Françaises, en douze volumes: Anthologies Illustrées, M. H. Marcel. (Librairie Renouard, Paris.)
Avec l'Oncle Émile à travers la France, Eisenmenger and Lenel. (Librairie Classique: Fernand Nathan, Paris.) (Harrap): 3s. 6d.
La France qui Travaille, R. P. Jago. (Harrap): 2s. 6d.
La France et sa Civilisation, Desseignet and Lanson. (Harrap): 3s.
Tony et sa Sœur en France, J. Duhamel. (J. M. Dent.)
Qu'est-ce que cela veut dire?: French as spoken in French, H. P. Sligo de Pothonier. (Kegan Paul.)
Brighter French, H. T. R. (Geoffrey Bles.): 3s. 6d.
Histoire Illustrée de la Littérature française, Abry, Audic, and Crouzet. (Harrap): 8s. 6d.
The Scientific Study and Teaching of French, Palmer. (Harrap): 12s. 6d.

PUPILS' BOOKS:

Short Stories by French Romanticists, Maxwell Smith. (Harrap): 3s. 6d.
Carmen, et autres Nouvelles, Mérimée. (Blondheim, Harrap): 2s.
Le Maître du Moulin Blanc, Alanic. (Bell, Harrap): 2s. 3d.
L'Abbé Constantin, Halévy. (Logie, Harrap): 2s.
Maria Chapdelaine, Louis Hémon. (Phillips, Cambridge Press): 4s. 6d.
Les Silences du Colonel Bramble, Maurois. (Phillips, Cambridge Press): 4s. 6d.
Les Discours du Docteur O'Grady, Maurois. (Le Grand, Cambridge Press): 3s. 6d.
Six Contes, Maupassant. (Sloman, Cambridge Press): 2s. 6d.
Auteurs Français Contemporains, M. Potel. (Harrap): 4s.
La Bataille des Falkland, Farrère and Chack, Hartog. (Oxford Press): 1s. 6d.
Longer French Texts. (Blackie & Son): 1s. per vol.
Complete French Plays. (Blackie & Son): 1s. per vol.
La Jeunnesse de Cyrano de Bergerac, Gorsse and Jacquin (H. A. Jackson, Cambridge Press): 4s.
Les Cadets de Gascogne, Gorsse and Jacquin. (Hachette.)
L'Ile Déserte, H. Malot, Naftel. (Hachette): 2s. 6d.
L'Attaque du Moulin, Zola, Julien. (Hachette): 2s.
Modern French Short Stories, E. Fannière. (Oxford Press): 2s. 6d.
The French Newspaper, C. Calvert. (Nelson): 2s. 6d.
Classified French Vocabularies, Childs. (Mills & Boon): 1s. 6d.
A Short French Grammar, Siepmann. (Macmillan): 3s.
Par Retour du Courrier, F. M. Forrest. (J. M. Dent): 2s. 6d.
Dictionnaire Complet Illustré de la Langue Française, Larousse. (J. M. Dent): 5s.
Contes de la France Contemporaine, Daniels. (Harrap): 2s. 6d.
Nouveaux Contes de la France Contemporaine, Daniels. (Harrap): 2s. 3d.

Messrs. NELSON have almost ready a set of readers to be known as "Reading for Action," edited by Dr. Richard Wilson, the well-known educationist whose series, "Reading and Thinking," is known in all parts of the Empire.

* * *

THE League of Nations Union has announced a course of three lectures by Dr. G. P. Gooch on "The Outlook in Europe," to be given at the Kensington Town Hall on February 5, 12 and 19, at 5.30 p.m. Tickets for the course, price 2s. 6d., can be obtained at the Kensington High School, St. Albans Road, W. 8.

* * *

It is interesting to see that, according to the figures supplied by the Parliamentary Secretary to the Ministry of Education, Northern Ireland, over 10,000 children in the public elementary schools are learning Irish, and in the secondary schools over 32 per cent of the candidates for the Certificate Examinations gave notice of intention to take Irish.

* * *

The Autumn List issued by MESSRS. METHUEN & CO., LTD., reached us somewhat late, but it is still worth while to refer to some of the titles announced. Teachers of physics will welcome the new edition of the translation of Sommerfeld's *Atomic Structure and Spectral Lines*, while there are to be additions to the series of monographs on physical subjects dealing with low temperature physics, high voltage investigations, and relativity physics.

* * *

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Tenure in Secondary Schools

By A. GRAY JONES, M.A., B.Litt.

(Continued)

Independent Crowded Schools

NOW in this last category—schools that are virtually or almost virtually independent of popular control—the governing body enjoys a peculiar position of absolute power, which it is worth while examining. This power is given by a scheme under the Endowed Schools Acts, and such a scheme, once it is confirmed, has the status of an Act of Parliament. The scheme cannot be altered except with the consent of the governors. There is no appeal from any of their decisions. Provided they administer the endowment on the lines laid down in the scheme, they can appoint and dismiss when they like. Neither the Board of Education nor Parliament itself—except by passing a special act—can exercise authority over their acts. This is an astonishing survival of autocracy in days like these, when public money is liberally distributed to such of these schools as are in receipt of grants.

Accordingly it will be seen that the value of the appeal to governors is very largely conditioned by circumstances, and that if the appeal is to governors who are not subject to any higher control, the appeal is to a final court whose decisions cannot be disputed. It is here that we touch on one of the central difficulties in tenure nowadays. Both the procedure and the nature of this court demand careful consideration.

The Procedure at Appeals

As has been pointed out earlier, if a headmaster brings forward a proposal for dismissal to a governing body, the assistant master's case is already half lost unless he is to be heard on equal terms with the headmaster before any decision is taken. If the governors accede to the headmaster's request and sanction provisional dismissal before they have heard the assistant master's case, then they have already made up their minds before he appeals against the decision to dismiss him. The subsequent "appeal" is not an appeal in the true sense of the word, and experience has proved repeatedly that such an appeal is in the great majority of cases valueless.

Time after time the procedure has been as follows. The headmaster decides to ask for a master's dismissal: he goes to the governors, they hear his views (and no one else's): they issue formal notice of dismissal and at the same time they notify the victim that he will be allowed to appeal to them against their own decision provided he claims his rights within a month of receipt of notice. There is no obligation for the headmaster or governors to state the reasons for the dismissal: no provision need be made for witnesses to be called and examined, and it is quite possible, and indeed frequently happens, that the headmaster remains in the room while the assistant master and his friend are stating their case, and will remain there afterwards in their absence to comment on the statements that have been presented. Such a procedure is unjudicial to say the least.

Stated in other terms this means that the prosecution brings before the court a charge against an accused person—without him being aware of it—and invites the court to find him guilty. The court passes the expected sentence of dismissal, but then tells the accused that though found guilty he can "appeal" to them against their own findings. If he does "appeal" there is no guarantee that he will be given reasons for his sentence or facilities to cross-examine, neither will he be allowed to inspect all relevant reports and documents. There is no legal system in the world in which such a system of things would be tolerated. Can any procedure be more glaringly unjust, more subversive of the normal rights of citizenship, more scandalously defiant of professional etiquette? The only wonder is not that such a state of things has been tolerated but that it has not long ago been the cause of an explosion of feeling among schoolmasters universally.

So much for the procedure of the court, and let it be emphasized again that the court can and does fix its own procedure. Often scrupulous care is taken to see that the procedure is as fair as it can be, but often it is as unfair as I have described above. Now for the constitution of the court.

The Powers of Governing Bodies

A body of governors will include public men and women of varying types. Generally speaking, we cannot expect to find that it contains that body of experience and administrative capacity that is found in a large local education authority. Moreover governors, in dealing with tenure questions, while they do as a rule endeavour to give a fair hearing to both sides, are generally too near to the question at issue to take a completely detailed and impartial view. Human nature being what it is, we may expect to find many governors are unconscious partisans of the headmaster—or, rarely of the assistant. There is the natural tendency to support the authority of the headmaster, to regard him not as *primus inter pares*, but as one whose right there is none to dispute, and whose position must be supported at all costs, lest discipline (blessed word) should suffer. A further difficulty is that the percentage of elderly men and women on governing bodies is extremely high. As a rule we may say that some of them have not retained an elasticity of mind and a complete understanding of youth; they are thus not ideal judges of difficult cases.

Consequently, though they do as a rule make their utmost endeavours to give a fair hearing, most governing bodies start with a natural bias in support of authority as represented by the headmaster. But this would not matter, vitally: their procedure, if fair, would not be of absolute importance but for the fact that they are the supreme arbiters.

Why did Parliament ever delegate such autocratic powers to governing bodies? The reason was explained by Vice-Chancellor Malins in 1874 when the case of Hayman *v.* Governors of Rugby School was tried. In giving his decision that the governors had absolute power of dismissal not subject to any higher control, he said: "The apparent harshness of the power is mitigated by the appointment of men of high position, honour, and integrity, as members of the governing body, by whom it is assumed that such power, arbitrary as it is in terms, would not be harshly, unjustly, or inconsiderately exercised."

This was a reasonable assumption on the part of the legislature and has been justified in the great majority of cases. But that is not enough. Has it been always justified? Have there been instances where a board of governors, or a majority of the board, have used their power in a harsh, unjust, or inconsiderate way? Vice-Chancellor Malins considered that the governors had done so in the Hayman case, and does not the most recent example of Haverfordwest illustrate it all too tragically, when a board of governors by a bare majority dismiss arbitrarily men of many years' service regardless of appeals for even a slight extension so that they might qualify for a pension?

Accordingly I hold that where a trust of this kind is capable of being abused, even rarely, it can no longer be justified. Thus its continuance should only be permitted on condition that it is either subject to appropriate review by a higher and more detached tribunal, or modified by the use of some device to guarantee greater impartiality. Constructive suggestions for this end will be mentioned shortly, but for the present, something more must be said about one particular condition that militates against

(Continued on page 36)

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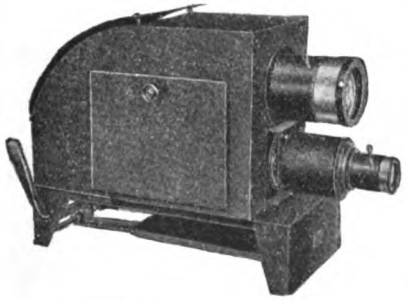

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governors being able to adjudicate with ideal impartiality on questions of tenure.

This particular difficulty is the frequent failure of the governing body to understand the views of the assistant staff and to appreciate the unsettlement and injustice caused among them through insecurity of tenure. A headmaster is in constant touch with the chairman of the governors; he is present at all meetings of the governing body; the governors take great care to ascertain his views on every question connected with the school and they are generally guided by his recommendations.

It is too often optimistically assumed that the views of the assistants are expressed and should only be expressed through him. Many a headmaster, it is true, will exert himself to see that the views of his assistants are thus put forward even when he himself disagrees with these views. It is, however, too much to expect that he can carry out that function successfully when he is in conflict with some or all of his staff in some matter that affects the tenure of one or more of his colleagues.

A governing body has thus been known to suggest naïvely that it does not require a professional association to make representations to it since the views of the assistant masters are already known through the headmaster. Such an attitude may arise from sheer benevolence—the benevolence at best of a genial despotism—but it is no longer consonant with the needs of to-day. Some means must be found to ensure that the opinions of the assistant staff shall be considered fully and equitably by a governing body; if this were arranged many, if not most of the problems of tenure, would disappear. Those members of governing bodies who do not appreciate that they have control over the destinies of cultured professional men would gain in understanding and would lose the last vestiges of that unfortunate outlook that persists in regarding assistant masters as "servants" in an inferior sense.

A Simple Reform

A simple and effective means of remedying this difficulty is easily available; the only wonder is the fact that it has not been universally adopted long ago. The remedy, in short, is *to give assistant masters representation on governing bodies.*

This is neither a revolutionary nor a foolish proposal. It has been implemented for many years in several of our best-known schools: Harrow is a notable example. The draft scheme for Harrow School in 1871 provided that assistant masters should be represented on the governing body by a person not actually a member of the staff. This provision was devised to safeguard the assistant masters against arbitrary action by the headmaster. It was strongly opposed by Dr. Butler, the able but autocratic headmaster of that day, but was eventually incorporated in the final scheme.*

This quite reasonable provision might have been included in all schemes made since then; its adoption would have prevented much avoidable hardship and reduced the opportunities for injustice. It could incidentally have enabled some reactionary governors to regard assistant masters as colleagues in the work of the school and not as inferiors.

Representation of assistant masters on governing bodies is accorded at Charterhouse, Rugby, and Cheltenham among other schools. It is also provided in all the secondary schools maintained by the county of Monmouthshire. Thus public schools and local education authority schools provide examples of this system in operation, and evidence shows that it has proved to be highly successful.

* The present representative of the staff of the Governing Body is the Right Hon. L. C. Amery, M.P. Butler's opposition was conquered partly by his own fear that otherwise the whole of the scheme might be lost, and he already had great difficulty in side-tracking the hostility of the Harrow parishioners to the scheme.

(*To be continued.*)

Correspondence

MATRICULATION

When Mr. Ramsbotham spoke of Matriculation as a relic of the medieval standardization of education, it is safe to infer that he did not intend to influence the policy of the university. Each university has surely the right to determine on what conditions it will admit students to its ranks. One of the great virtues of the London examination is that it is open to all the world. But the university can accept no dictation as to the standard of its tests. If a student is not well enough prepared to pass it, he can always go elsewhere or obtain a qualified tutor to prepare him. What Mr. Ramsbotham had probably in mind was the habit of many commercial firms not to accept any candidate who has not a Matriculation certificate. Not that these captains of industry have any high regard for university qualifications, but they are so besieged by applicants that they have to choke off the majority who have not this qualification.

It is mere silliness to urge parents to revolt against examination tyranny. There is no tyranny, for no one is compelled to sit for this examination. But as about seven thousand students sit for it every year, it shows that the Matriculation has its uses and is valued as a proof of a good secondary education. The chief complaint against it has been that certain subjects are compulsory—English, mathematics and another language. Of these, in fact, English is the only real compulsory subject, for in the other two a lower alternative paper can be taken, provided a sixth subject is also offered. The lower paper in mathematics should have no terrors for any average fourth form boy. The complaint is, in fact, an appeal from the unsuccessful to lower the standards of education which have been built up with such effort during the last hundred years. The university should not yield to the demands of the uneducated, seeing that it has the fatal example of American universities before its eyes.

VETERAN.

ENGLISH LITERATURE IN SCHOOLS

I do not wish to offer any opinion on the vexed question whether books should be set for school examinations in English, but the articles which have appeared in your *Journal* suggest so many interesting points that I cannot help putting down a few.

Certainly, to judge from the people—well educated people, I mean—around me, the teaching of English literature has extremely little direct result. Anything that even flattery can call an interest in good literature is extremely rare. Poetry is something for a few choice spirits only, the number of whom probably does not much exceed that of geologists. To the great mass of folk, the words "book" and "novel" seem to be synonymous and co-extensive: Mr. Guy Boas speaks with satisfaction of the B.B.C., but how often does the B.B.C. broadcast readings from the poets or the great prose authors? Ask the first hundred people who cross London Bridge on Monday morning whether they have made "the wonderful discovery that fine writing is one of the most interesting things in the world," and how many would answer Yes? A love of great literature is a quite peculiar taste, confined to a few, and much rarer than the love of good pictures or good music.

The other day it was stated in *The Times* that Sir James Jeans's book, *The Mysterious Universe*, has been, and is, selling at the rate of 2,000 copies a week. It fairly takes one's breath away. A book with no "fine writing," no particular literary charm, difficult to follow, dealing with remote subjects, far removed from the interests of daily life—and yet 2,000 people buy it every week and make the great discovery that recondite physics is one of the most interesting things in the world. This 2,000 a week is a most notable sign of the times. It shows that this generation is interested, not in literature, but in knowledge. It is deeply interested also in the amazing scientific inventions

(*Continued on page 38*)

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See also page 3

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which are revolutionizing human life—the telephone, the cinema, the motor-car, the aeroplane, and the wireless. These things fill our small pint-pot minds and leave no room for books. You may see further proof of this in any circulating library. Three-quarters of the books there will, of course, be novels, but there will be a corner for better stuff, and here you will find science, travel, biography and history of the lighter, personal kind, but no poetry, rarely anything in the way of essays or drama, and never anything by one of the great authors of the past. Most of the books probably are well-written, many have real value; but none are literature. Literature is not wanted.

How can we be interested in first-rate literature when no first-rate literature is being produced? In every age people have read mainly what was written in that age. If contemporary books do not compel attention, the works of the past will not do so. Sir James Jeans evidently compels attention, but there is no writer in any branch of the humanities who does so—no poet, historian, essayist or novelist. In the last century there were writers who compelled attention, speaking straight to the hearts of their contemporaries. A thousand copies of *Waverley* were sold in a week; Tennyson made a fortune out of his poetry and built Farringford out of the proceeds of *Maud*; Byron woke up one morning and found himself famous; Macaulay's *History* sold better than Byron or Scott. And in those days there were scarcely any schools in England except for the "upper ten." The Endowed Schools Act had not been passed nor Cheltenham Ladies' College founded. The population of England was only about half what it is now, and teachers of English were, I suppose, unknown.

The fact is that an appreciation of literature is not a subject which can be taught in certain periods by fixed methods, like algebra or cooking. It is not a special faculty of the mind which can be trained by teachers trained to train it. It is something that belongs to, and springs from, the whole being. It is a frequent, but certainly not an invariable, adjunct of an elevated mind and character. Whether a young man or woman has such mind and character will be determined by the forces of heredity, environment, home influences, school influences, social atmosphere. The special contribution of the teacher of English will be the development of the ability to understand printed language of a high level of excellence, and the main means by which this is to be done is the reading with the pupils of books of a high level of excellence—just the reading, with no more elucidation than is absolutely necessary. The valuable results will be two: first, and probably most important, the influence of the books on the mind and heart of the pupil, then and there; secondly, though in after life the pupil will probably not read books on a level with those he read in class, yet he will read better books than he would have done, had he had no secondary education. Many a young man or woman owes it no doubt to the school that he or she reads Hugh Walpole and Priestley instead of Ethel Dell and Gilbert Frankau. The teacher of English may further comfort himself with the thought that after all, an appreciation of "fine writing" is not a matter of the first importance. Infinitely more desirable is an appreciation of honest writing, wise writing, noble writing. What really matters is that people should read what is ethically sound, solidly true and reasonable.

G. F. BRIDGE.

Steeple, Gerrard's Cross.
December 12, 1934.

NEWFOUNDLAND EXPLORING EXPEDITION, 1934.—This interesting exhibition, arranged by the Public Schools Exploring Society, will be open until January 20. The specimens shown include twenty-five varieties of birds collected and skinned by the boys; one of the birds is new to Newfoundland. A large collection of butterflies and other insects, and a very large collection of flora, all of which have been classed and labelled by the British Museum. A growing specimen of the Pitcher plant is on view. There is also a map showing the ground covered by the boys during their explorations. One of the tents used on the expedition has been erected in the Exhibition Hall and round it are shown complete equipment as used by the boys, including their sleeping bags and rations; there is also a lay figure dressed in the clothing worn by one of the members of the expedition.

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Reviews

ROBERT MORANT

Sir Robert Morant: a Great Public Servant. By Dr. B. M. ALLEN. (12s. 6d. net. Macmillan.)

The younger generation of teachers in this country must find it hard to realize how recently English education has emerged from a condition of confusion and chaos. In their time the official regulations governing educational institutions of various types—elementary schools, secondary schools, training colleges, technical and evening institutes, and so on—are set forth with an ordered clarity which commands general respect. And yet it is little more than thirty years ago since the only document of the kind was the elementary school code, which had become so entangled with cross-references, notes, schedules, and appendices, that a great teachers' association found it necessary to publish an intelligible edition, and no doubt derived a comfortable income by so doing. The really serious thing, however, was that the condition of these official documents, before and after the years 1903 and 1904, faithfully reflected the condition of education itself. It was during those years that English education, regarded as one of the prime activities of the State, began to emerge from muddle and confusion. And if it be asked to whom the change, or at any rate the precise character which the change assumed, was chiefly due, there can be but one answer. It was chiefly due to the subject of this memoir—Robert Morant.

The story of Morant's career, of his early life, his work in Siam, his rapid rise from a junior to the highest position in a Government department, his work for education and for public health, needed to be told in detail, and Dr. Allen has performed the task well, though perhaps with certain reticences which are meant to spare the feelings of persons still living.

This is not the place to tell, even in bare outline, the story of Morant's period of unwitting preparation in Siam and at the Office of Special Inquiries and Reports, of his discovery which led to the famous Cockerton Case, of Gorst's and afterwards of Balfour's discovery of him, and thenceforward of his position as the "power behind" during Balfour's struggle to get the Bill of 1902 on the Statute Book. For all this the reader must be referred to Dr. Allen's clear and interesting narrative, from which there emerges the broad and indisputable fact that it was Morant who shaped the English system of State-aided education as we know it to-day. What he said of Kay-Shuttleworth may equally well be said of him—he had the sort of mind which saw things in the big, and looked far ahead.

For both of these men, national education was a consuming passion, and both of them knew that effecting a great change in English education meant, among other things, looking "the religious difficulty" squarely in the face. To withhold rate-aid to the church schools was unfair to the children and the teachers: to give such aid was to incur the angry opposition of people who talked of handing the whole system over to the parsons. Morant was on the side of the children and the teachers, although he lived to incur the enmity of the latter; and his job was to supply Balfour with powder and shot in the fight for a really national system. But, as in 1870, so in 1902, though the religious controversy occupied most of the time in Parliament, the far-seeing educational statesman had his eye fixed upon something else—Forster upon a national system of elementary schools, and Balfour, prompted by Morant, upon a national system of secondary schools. To Morant, in effect, it was reserved to carry to a practical issue Matthew Arnold's advice given more than forty years earlier—organize your secondary education.

The tragedy of Morant's official career reminds one of the saying that a man who never made a mistake never made anything. How on earth the "Holmes Circular" ever found its way into print seems an unfathomable mystery. Looking backward, one sees that essentially it contained some fair criticism, but (if it was to be printed) so offensively expressed that it amounted to a blazing indiscretion. The easy-going traditionist who preceded Morant in office was a great favourite with the teachers. Morant, living as ever in his great task-master's eye, could never be popular, and the Circular bungle settled his fate with the teachers. Add to this, that the wrath of people who recalled the rate-aid controversy was again stirred up, and the end of Morant's educational career was inevitable.

Many years earlier, as Dr. Allen recalls, Morant had laid it down that the fate of democracy depended upon willing submission on the part of the many, to the guidance and control of the few wise—to special experts or guides or leaders. That was the principle which actuated Morant throughout. Perhaps he had become too much of a dictator, and England does not love dictators. But Dr. Allen's excellent book is a reminder that Morant was a great educational architect and a great public servant.

THE STUDY OF CHORAL SPEECH

An Approach to Choral Speech. By MONA SWANN. (3s. 6d. net. Howe.)

Many Voices: a Collection of Poems suitable for Choral Speech. Made by MONA SWANN. (Book I, 2s. 6d. net. Book II, 4s. 6d. net. In Limp Cloth, 1s. 6d. and 3s. Howe.)

These two charming anthologies with the helpful addition of Miss Mona Swann's *Approach to Choral Speech* form together by far the best introduction available to the study of this delightful if limited form of art.

In its Greek origins the choral lyric was an exquisite dance of words, sufficiently impersonal to serve almost as a living curtain of sound and movement drawn between the audience and the often intolerable anguish of the dramatic action. The "Chorus" of the Elizabethan stage was a Roman travesty of this lyric beauty, a comment, an explanation, almost a narrative "messenger speech" filling out the action of the play, but always spoken by one speaker. It was a lame device, althoug hin Shakespeare's hands it gave us some of the most glorious lines in Henry V.

At the beginning of this century, a revival of true choric speaking took place, sometimes accompanied as in the Greek plays by a form of harp playing, or, as in the lovely *Pruncella* at the Court Theatre, following the rhythms of a very elaborate musical score itself built to suggest the cadences of speech. In the absence of any more certain knowledge of the exact nature of Greek music, it has been found by far the most successful method of suggesting the diversity and unity of Greek choric translations, and this form of choric speaking has the advantage of being in accordance with the poet's own declared intention. Gordon Bottomley and T. S. Eliot are among those who have deliberately employed this method, and the choruses of *The Rock*, written for this year's performance at Sadler's Wells, are among the finest of such modern choric writing.

Meanwhile the obvious advantages of choric speaking as a method of class teaching have led to its rather unmeasured use in inappropriate poems, and to a wailful and often conventionalized delivery which by its emotional monotony disguises the true metrical structure and variety of the verse and blurs its poetic significance.

It is here that Miss Swann's book and her selections are so valuable. The taste and delicacy which distinguish the performances of her children's chorus are present in the excellent introduction and in the admirable selections.

Book I is intended for younger speakers, and has a delightful gaiety and range, which do not conceal its real erudition and literary quality. Vachel Lindsay's "Proud Mysterious Cat," Eleanor Farjeon's "When Hannibal Crossed the Alps," Carroll's "Lobster Quadrille" and "Turtle Soup" stand side by side with traditional delights

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like the "Key of the Kingdom," "The Twelve Days of Christmas," and "My Cock Lily-Cock."

The second volume is more ambitious, and has also a brief and valuable introduction. Here Prof. Gilbert Murray's dramatic Choric Odes take pride of place, but the "Canticle of Brother Sun" in Miss Swann's own translation, stands well with some beautifully scanned translations from Wycliffe's Isaiah, and from the Authorized Version. Traditional ballads and comparatively unfamiliar selections, like the lines from Smart's "Song to David," and Blake's "Song of Liberty" lead up to Francis Thompson's lovely "Making of Viola." Only one item jars intolerably, the hideously cynical and vulgar Irish street ballad on wounded soldiers which to modern taste seems quite unspeakable in every sense of the word.

Miss Swann has not only made a good collection of choric verse: she has made one of the most charming of modern antnologies, and her technical advice is invaluable.

HUMAN GEOGRAPHY AND ETHNOLOGY

Habitat, Economy, and Society : a Geographical Introduction to Ethnology. By Prof. C. D. FORDE. (15s. net. Methuen.)

During the past twenty years the study of human geography has taken a definite place in the various schemes of geographical research and many books and treatises have been written dealing with the influence of geographic environment on the lives and occupations of men and describing the racial, economic, social, and political aspects of the subject. In a large number of schools, broad facts and generalizations about "peoples in many lands" are now taught to young children, but the specialization of later studies has tended to exclude any further consideration of the matter. In the universities, on the other hand, the scientific study of races (such as ethnology or anthropology) is being pursued with considerable success. Between this elementary human geography in the schools and the advanced scientific studies in the universities there is a very definite gap, and it is to fill this gap that the volume under review has been written. In his investigation, the author confines his attention to non-European peoples, thus excluding from his survey the complex problems connected with the older civilizations; he also concentrates his attention on the economic life of the various communities, and makes only passing references to the religious and ceremonial life of the peoples concerned.

The first three sections of the book deal with food gatherers, cultivators, and pastoral nomads respectively. Each chapter on a particular people has been made as self-contained as possible; the salient characteristics of the race are emphasized and the economic and social life carefully described. In this way, the reader gets a clear picture of the habitat and social conditions of peoples such as the Blackfoot Buffalo Hunters of the North American plains; the Boro agriculturists of the Western Amazon Basin; the Masai cattle herders of the East African Plateau. By the description and analysis of a number of different peoples, a body of relevant information is built up in order to focus attention on many interesting problems which result from the introductory investigation.

In the last section of the work, under the heading "Habitat and Economy" some of these problems are discussed and references are without difficulty made to the earlier chapters in order to illustrate the various points under consideration and to show the inter-relation of the factors already described. The sub-divisions of Part IV include descriptions of transhumance, practised by the inhabitants of certain districts of Central Persia; the development of methods of cultivation by means of the digging stick, hoe, and plough; the domestication and utilization of animals and many other subjects.

In the concluding chapter of the work Prof. Forde states that the main object has been to provide a series of brief but precise studies that make it possible to appreciate the complex relations between the human habitat and the manifold technical and social devices developed for its exploitation among the peoples who lie outside the sphere of modern civilization. In carrying out this aim Prof. Forde has been remarkably successful, and he has fortunately added a valuable contribution to the existing bibliography of human geography. Among the outstanding merits of the work may be mentioned the sound method of treatment; the wealth of information and the systematic arrangement of it; the absence of all unnecessary technicalities in the descriptions. The volume is therefore not only suitable as a textbook for advanced pupils in schools and for undergraduates in universities, but it should also appeal to the general reader as a cultural study of great human interest.

HISTORY: GREEK LITERATURE

A Handbook of Greek Literature : from Homer to the Age of Lucian. By Prof. H. J. ROSE. (21s. net. Methuen.)

For many years students who wanted a detailed history of Greek literature have had to turn to French or German works. Prof. Gilbert Murray's brilliant and individual sketch of Greek literature, after being long out of print, was reissued by Appleton's in 1932. But the scale of that work precludes much detail that advanced students may want about the less important or lost authors, as well as about the greater lights. And in addition the last thirty years have added considerably to the actual remains of Greek literature, so that new or revised judgments and enlargements have become necessary.

Prof. Rose's stout volume of some 450 pages follows the history of Greek literature down to Lucian in the second half of the second century A.D. He takes into his net all authors who are of any account whether their work has perished or not, flinching neither before the long roll of scientific, critical, philosophic, and historical writers of the Hellenistic period, nor at giving in eleven close-written pages a digest of the Homeric question. Naturally the space allotted to the writers varies according to his estimate of their importance, and we suspect also, that as a matter of private taste, he appreciates the poets more than the prose writers of Greece. In one case notably, that of Thucydides, we think he has perhaps given the great historian less space than was his due, and the same might be said about Herodotus. Tragedy and comedy on the other hand receive ample treatment, and space might perhaps have been saved by not giving an analysis of the plot of each play. We do not think that such summaries are very helpful, and the student who uses this book may be presumed to be intimate with the subject matter of the majority of the plays. A feature of this section is the detailed examination of the lost plays, which enable one to maintain a better proportion in judging the variety and originality with which each dramatic plundered the vast treasures of Greek saga.

"Brevity has also been sought by cutting down aesthetic criticism to the barest minimum." This was probably a wise rule to carry out in a work of such large compass. It is much better for the reader to attempt some estimate for himself and then to test it by the short yet suggestive criticisms of Prof. Rose. And though he has limited himself in this matter of critical appreciation, what he has to say about any author of primary merit is so expressed as to urge the reader to a study of the actual text, and to give him necessary points of view and standards of judgment.

In the later period where there is so much material that is dead and so little that is living, Prof. Rose has of necessity to be succinct, but we think he might well have devoted more space to the so-called Longinus whose work "On the Sublime" is the best critical writing that has come down to us. A brief but good bibliography is given, while very much useful information is contained in the numerous notes which enrich the text. This book should long maintain itself as the standard large history of Greek literature, and Prof. Rose may justly be proud of having accomplished such a task.

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Minor Notices and Books of the Month

ENGLISH, POETRY, AND DRAMA

Chambers's Stepping-Stones to English. By A. STAMP. Senior Course. Book III. (1s. 9d. Chambers.)

A series of thirty lessons, which attempt to combine literature study, grammar, and composition exercises.

Training in Reading and Study: a Course for Central and Secondary Schools and Advanced Divisions. By G. MOWAT. Book II. Age 12–13–14 years. (2s. 9d. Oliver & Boyd.)

This book contains seventy literary selections, prose and verse, each followed by a list of questions that aim at testing comprehension and appreciation. These questions are the special feature of the book. They have been carefully tried, under controlled experimental conditions, in Moray House Demonstration School.

Adventure Above the Clouds. By F. V. MONK and H. T. WINTER. (2s. Blackie.)

Great Exploits in the Air. By F. V. MONK and H. T. WINTER. (2s. Blackie.)

These two volumes, well printed and well illustrated, provide just the kind of reading to appeal to most modern schoolboys. They are admirable for the school library.

Modern Prose Style. By B. DOBRÉE. (6s. net. Clarendon Press.)

Mr. Dobrée attempts some critical examination of modern prose styles by making a study of about seventy-five modern writers, both English and American. His choice is catholic and certainly offers an interesting variety; and his detailed criticisms of individual passages are admirable. His method is the only sound one, but he is too generous to some of the American "experimenters" that he quotes. It sounds very well to say that "all experimentation should be welcomed, not laughed at." But is that true? We *must* draw the line somewhere, even in matters of style and taste.

The Mirror of the Sea: Memories and Impressions. By J. CONRAD. Seventeenth Edition. (2s. Methuen.)

Few men have known the sea as Conrad knew it; and fewer still have been able to write about it as he did. Many will be glad to have these *Memories and Impressions* in this handy form in Methuen's Modern Classics.

The Count of Monte Cristo: The Chateau d'If. By A. DUMAS. *The Tower of London.* By W. H. AINSWORTH. *Westward Ho!* By C. KINGSLEY. (2s. net each. Nelson.)

Here are three further additions to Nelson's "Famous Books for Boys and Girls." Taking into consideration the length of each of these stories, it is an achievement to have produced the volumes with their strong binding, attractive illustrations, and clear type at the very low price of 2s. each. We can recommend the books for the school library or as an inexpensive gift to young people.

Essays of the Year 1933–1934. (5s. net. The Argonaut Press.)

In this fourth collection of contemporary essays, Mr. Ivor Brown follows Sir John Squire, Mr. Robert Lynd, and Mr. G. K. Chesterton in an attempt to define the essay, and in so doing provides one of the most interesting contributions to the volume. The compiler, Mr. F. J. Harvey Darton, states that those essays have been chosen which, although perhaps written for a special occasion, are of more than temporary interest, and we think that the forty essays contained in the volume are proof that he has succeeded in his intention. It is not possible in a short notice to mention the variety of subjects treated, or even to give a list of the essayists, but perhaps without being invidious we may say that we very much enjoyed Leonard Woolf's satiric essay "A Happy Anniversary," written in the form of an editorial appearing on January 1, 1929, in our leading national daily, on the occasion of the first anniversary of the accession to power of Lord Hustler's first British Fascist Government. We think that this fourth volume will be as popular as its predecessors.

The Complete English. By ALYS MAMOUR. (Book I, 2s. 3d. Book II, 2s. 6d. Macmillan.)

One is at once struck by the practical and methodical character of this course, designed for pupils of 11 to 15, each lesson—there are twenty-two in Book I and twenty-four in Book II—being not only complete in itself but providing work in variety and abundance in the form of grammar exercises, word study, suggested subjects for discussion, for recitation, for further reading, for written composition, and even for practice in drawing and handwriting. Moreover, the lessons are linked systematically one to another so as to give a bird's-eye view over the whole of English literature. Each book concludes with additional sets of general questions, thus answering to every test of a thorough course, besides being usefully and attractively bound and well printed. Marked taste is shown in the choice of illustrations, though some are badly reproduced, as, for example, that on page 78 (Book I); on the other hand, Kaulbach's Pied Piper, page 96, is a particularly successful one. Not the least helpful feature is a suggestion for a Class Library Series of cheap books to provide suitable reading over and above what has been studied in these two volumes.

Reading Scenes from Famous Stories. Arranged by R. BENNETT. Book III. (1s. Bell.)

This welcome extension of an admirable series contains eight plays divided into seventeen scenes, each of suitable length for one reading lesson for children of 10 to 11. The very first, an adaptation of an Æsop fable is a striking example of what can be done in easy dramatization. The plays are rather longer than those in the former volumes, so that more scope is given for the display of character, demanding more variety in speech, and even, in a few, something in the nature of oratory. Many might serve as models for experiments in play-writing by members of a class. The "Notes for Teachers" are most helpful.

Heaven's My Destination. By THORNTON N. WILDER. (7s. 6d. net. Longmans.)

Comparison must inevitably be made between George Brush, hero of Thornton Wilder's new book, and Don Quixote. Possessed of an implicit faith in the teachings of his religion, Brush endeavours logically and courageously to put his beliefs into practice. As a traveller in college textbooks in America, he wanders from town to town, and nowhere does he miss an opportunity of exposing what he considers to be the evils of modern society and carrying through to their logical conclusion his ideas on marriage, poverty, crime, pacifism, &c. The book is a clever and entertaining satire on present-day society, but is somewhat unsatisfying in its conclusion. In the last chapter George comes almost to the point of death as a result of disillusionment and loss of faith, but recovers both health and faith on being left a silver spoon by a devout Roman Catholic priest. We leave him once again to resume his travels and tilt in the same Quixotic manner against the evils of modern society. We had hoped that he would emerge from his experiences a stronger and wiser man. Instead he remains merely pathetically comic.

The Concise Oxford Dictionary of Current English. Adapted by H. W. FOWLER and F. G. FOWLER from the Oxford Dictionary. Third Edition. Revised by H. W. FOWLER and H. G. LE MESURIER. (7s. 6d. net. Oxford University Press.)

The third edition of this well-known dictionary includes sixty-two pages of addenda, comprising 2,633 new articles. Of these, no fewer than 1,264 deal with words not previously recorded in the Concise Oxford Dictionary. The remainder are additions to existing articles. It is obvious that these extensive additions add considerably to the value of a book that many readers have already found to be indispensable.

Form in Literature: a Theory of Technique and Construction. By H. WESTON. (12s. 6d. net. Rich & Cowan.)

Mr. Weston is particularly interested in the technical principles of the writer's craft, and in these chapters he has outlined a *Unit of Form.* He has attempted to show that in the masterpieces of the world's literature there can be found a uniform structural design. Mr. John Drinkwater, in his brief preface to the book, suggests that no creative writer can study such criticism without enlarging his understanding of his own purposes.

Intercepted Correspondence. Translated from the French by LEONORA, COUNTESS OF TANKERVILLE. (5s. Sequana.)

This is the kind of book that will tempt the reader to turn off the turnpike of history to loiter down the primrose paths of men's memoirs of themselves and their times. The eighteenth century was the golden age of letter writing, and it is no empty compliment to say that this delightful correspondence between two young French noblemen is a welcome addition to our collection of eighteenth-century letters. It may not add to our knowledge of history, but the glimpses we get of many historical figures—including the Young Pretender (in his later years), the Duc de Choiseul and his Duchesse, Duke Leopold of Tuscany, and the Emperor Francis I—are full of interest.

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The Stranger of the Ulysses. By Rt. Hon. L. S. AMERY. (5s. Jarrolds.)

This collection of fantasies, most of which have appeared in print before, may be described as the literary recreations of a politician. So long as he is content to let his fancy play with the stories of Odysseus, Penelope, Nausicaa, Greece, Troy, and Rome, Mr. Amery's wit is entirely entertaining, but his excursions into the political problems of the modern world are not always so happy.

Longinus and English Criticism. By T. R. HENN. (6s. net. Cambridge University Press.)

English literary criticism is a study that has made rapid progress in recent years, and Mr. Henn's scholarly examinations of the principles set forth by Longinus in his Essay *On the Sublime* will be of interest to all those who are concerned with the history and theory of literary criticism.

(1) *Peter Pan and Wendy.* By J. M. BARRIE. Authorized School Edition. (1s. 6d. Oxford University Press.)

(2) *The "Slow and Sure" Reading Books.* By G. N. POCOCK. III. (1s. Dent.)

(3) *Self-Study English Series. Californian Tales.* By F. BRET HARTE. Edited by R. MACINTYRE. *Word Pictures from Scott.* Selected and Edited by H. J. FINDLAY. *Lavengro: The Scholar—The Gypsy—The Priest.* By G. BORROW. Edited by Dr. J. W. OLIVER. *The Travels of Baron Munchausen.* Selected and Edited by R. MACINTYRE. (1s. 2d. each. Oliver & Boyd.)

(1) This is the story of the play told in the author's own words and with the original illustrations by F. D. Bedford. (2) Does not fall below its predecessors in the interest and variety of the quaintly illustrated reading matter, nor in the freshness and ingenuity of the exercises based upon it. One of the most characteristic as regards both reading and class-work is "Odds and Ends at the Zoo" (page 71). (3) These light, handy, presentable little volumes offer great value for small outlay, as, besides the text, they are provided with biographical introductions, with notes, questions, and suggestions, and even, in the case of three of them, with useful revision exercises.

Follow My Leader: Commentaries from "The Times." (7s. 6d. net. Arnold.)

This is a third volume of Essays reprinted from *The Times*. The two previous volumes *Modern Essays* and *Third Leaders from the Times* are already so well known that it is superfluous to praise them. For this third volume Sir John Squire has written an appreciative introduction Here are seventy-four masterpieces of modern English prose. Each essay is based on a series of extracts from letters, reports, advertisements, or leaders—all delightfully provocative. This method of preparing the way, of giving the writer some pegs on which to hang his ideas, is something of an innovation, and a very attractive one. It is probably too much to expect that examiners in public examinations will take up this idea. We can imagine no more helpful and interesting collection of Essays for use in a post-school-certificate forms. It is to be hoped that a school edition will soon be available.

Publications of the English Goethe Society. New Series. Vol. X. *Papers Read before the Society*, 1934. Edited by Prof. L. A. WILLOUGHBY. (English Goethe Society.)

In this volume are collected four papers read before the English Goethe Society, and also the Centenary Lecture, on "Coleridge and his German Contemporaries," delivered by Prof. L. A. Willoughby. Prof. Barker Fairley's paper on "Goethe and Wordsworth" will be of particular interest to students of English literature.

The Boat Train. By Fifteen Travellers. Edited by MARY AGNES HAMILTON. (5s. net. Allen & Unwin.)

More Books I Like. By S. P. B. MAIS. (3s. 6d. net. Richards.)

Stories from World History. Retold by ENID BLYTON. 1. *The Story of the Siege of Troy.* 2. *The Adventures of Odysseus.* 3. *Tales of the Ancient Greeks and Persians.* 4. *Tales of the Romans.* (Manilla, 8d. each net. Limp Cloth, 10d. each net. Evans.)

The Rose and the Ring. By W. M. THACKERAY. Adapted by BEATRICE M. BAIRD. (Paper, 4½d. Limp Cloth, 5½d. Macmillan.)

The Woodlanders. By THOMAS HARDY. Edited with Introduction and Notes by C. ALDRED. (2s. 6d. Macmillan.)

The Radiant Way. By JANE BROWN and ELIZABETH L. SINTON. *Fourth Step.* (1s. 3d. Chambers.)

Imaginary Conversations. By W. S. LANDOR. Selected by T. EARLE WELBY, with an Introduction by C. WILLIAMS and Notes by F. A. CAVENAGH and A. C. WARD. (3s. Oxford University Press.)

The Dream of the Rood. Edited by B. DICKINS and A. S. C. ROSS. (2s. Methuen.)

The Teaching of College English. Compiled by O. J. CAMPBELL. (6s. net. New York and London: Appleton-Century Co.)

Scientific Tales for Children. Sunbeam and Moonbeam Tales. By D. PONTON. (6d. Poole: The Wessex Press.)

A Further Approach to Shakespeare, including Three Prose Tales. By Sir A. T. QUILLER-COUCH. (1s. 3d. Nelson.)

This is a sequel to *The Approach to Shakespeare*, edited in the same series by Mrs. Andrew Lang. It is planned on similar lines. The plays included are: *King Henry the Fourth, King Henry the Fifth, Coriolanus, The Winter's Tale, Romeo and Juliet, Hamlet*, and *King Lear*. Each play is represented by one or two short scenes, preceded by the story of the play in prose. Sir Arthur Quiller-Couch has written the prose story for the first three; the others are from the Tales by Charles and Mary Lamb.

Shakespeare. By G. SAINTSBURY. With an Appreciation by HELEN WADDELL. (3s. 6d. net. Cambridge University Press.)

A welcome reprint in handy form, as Volume XIV in the Cambridge Miscellany, of the two chapters on Shakespeare, contributed by the late George Saintsbury to the *Cambridge History of English Literature*.

Four Metaphysical Poets: Donne, Herbert, Vaughan, Crashaw. By JOAN BENNETT. (6s. net. Cambridge University Press.)

An introductory chapter discusses the nature of metaphysical poetry. Two chapters follow on Donne, in the second of which Donne's Technical Originality receives a full treatment. To the other three poets a chapter each is given. The book is illustrated by ample quotations and provides an excellent introduction to seventeenth century metaphysical poetry. A final chapter deals with Religious Poetry.

The Tempest. By WM. SHAKESPEARE. Edited by Dr. E. THOMPSON. (2s. 6d. Macmillan.)

This volume maintains the high standard set by the editions of Shakespeare's plays that have already appeared in the *Scholar's Library*. The notes are adequate and really helpful. There is an introduction of twenty-one pages, which includes a challenging estimate of Prospero.

Verses from Villon: Translated into English Verse with Notes and a Biographical Sketch. By N. S. WILSON. (5s. Sequana.)

An admirable translation into English verse of some of the best work of François Villon. The French and English texts are printed opposite to one another and a few footnotes are included. There is also a biographical sketch (twenty-four pages) of Villon, one of the most misrepresented of great writers. The book is very attractively produced.

The Production of School Plays. By AMICE MACDONELL (AMICE LEE). (2s. 6d. net. Allen & Unwin.)

The Voice of One: Labour Lyrics. By H. H. JOHNSON. (2s. 6d. net. Oxford: Blackwell.)

The Poets of Eton College (Founded 1440): *Their Best Songs, and Shorter Poems*, Selected, Edited and Arranged by J. GAWSWORTH. (5s. net. Rich and Cowan.)

The Poets of Harrow School (Founded 1571): *Their Best Songs and Shorter Poems*, Selected, Edited and Arranged by J. GAWSWORTH. (5s. net. Rich & Cowan.)

The Poets of Merchant Taylors' School (Founded 1561): *Their Best Songs and Shorter Poems*, Selected, Edited and Arranged by J. GAWSWORTH. (5s. net. Rich & Cowan.)

High-Speed Shakespeare. "Hamlet," "Julius Caesar," "Romeo and Juliet": Three Tragedies in a Tearing Hurry. By H. S. G. STEVENS. (2s. net. Deane.)

Manners and Movements in Costume Plays. By ISABEL CHISMAN and HESTER E. RAVEN-HART. (3s. 6d. net. Deane.)

The New Neighbour: a Christmas Folk Play, with Carols. By EDITH H. SCOTT. Carol Music by Dr. H. A. SCOTT. (1s. 6d. net. Allen & Unwin.)

How to Present the Gilbert and Sullivan Operas. By A. O. BASSUK. (Cloth Bound, $2.50. New York and Brooklyn: The Bass Publishers.)

English Poetry and the English Language: an Experiment in Literary History. By F. W. BATESON. (6s. net. Clarendon Press.)

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GEOGRAPHY

Cape Horn Passage. By W. M. HUTTON. (5s. net. Blackie.)

Cape Horn Passage is a record of a voyage in a sailing ship (the *Viking*) from Adelaide round Cape Horn to Falmouth. Mr. Hutton, who sailed as a member of the ship's company, has the gift of describing the incidents of the voyage in an interesting and breezy style; although the notes in his diary are often scrappy, the cumulative effect of his writing is to give the reader a wonderful picture of the adventurous passage round the Horn and of the conditions of life on a sailing ship during a voyage of 138 days. The studious reader will gain much geographical information with regard to the wind belts, the Doldrums, drift ice, ocean currents, and other subjects. The chapters are illustrated with sixteen half-tone plates. When this book reaches a second edition, perhaps it will be possible to provide the reader with a map showing the whole route of the ship and with a chart of the seas near Cape Horn on which is marked that dangerous unlit group of islands and rocks known as Diego Ramirez.

An Approach to Geography. By H. E. EDWARDS. (2s. 3d. Harrap.)

After a preliminary course of geography in the preparatory school, this book provides an approach to the subject in the junior forms of secondary schools by revising and enlarging upon the earlier work of the pupils. The first part of the book provides a course of lessons on the earth as a planet, map construction, and conditions of climate; the chapters in the other sections deal with natural vegetation and various activities of man. The descriptions are well written and are illustrated with diagrams and good pictures.

Middlesex: Old and New. By M. S. BRIGGS. (8s. 6d. net. Allen & Unwin.)

Middlesex, the smallest but one among English counties, derived most of its fame in history from the fact that until 1889 it contained a large part of London within its borders. As recently as 1913, three-fifths of the area of the County was under crops and grass; since that date a rapid change has taken place, large building estates have been opened up, arterial roads have been constructed, factories have been established. In this book, the author explains in some detail how each of the modern townships in Middlesex has grown from an old village or group of villages and what it has lost or gained in the process; finally he strongly urges the administrative authorities to preserve the surviving natural beauties of the county without obstructing reasonable development. The text is illustrated with a map of Middlesex and with numerous woodcuts showing typical old buildings and rural scenes. At the end of each chapter is a list of books on local history and topography.

(1) *A Practical Modern Geography.* By MABEL MELLOR. West African Edition. (Book I, 5d. Book II, 10d. Oxford University Press.)

(2) *Practical Map Books.* By S. J. B. WHYBROW. Book 4. *North and South America.* (10d. Dent.)

(1) These little books contain a series of simple lessons in geography for young pupils; the lessons depend largely on observational exercises and easy practical work. The diagrams and coloured sketches add to the attractiveness of the text. (2) The scheme of work on North and South America consists of outline sketch maps and appropriate questions on physical features, climate, and economic products. It therefore conforms to the plan of the other map books in this useful series.

A Modern Geography. By Dr. S. E. THOMAS. Vol. II. *Economic and Regional Geography.* Second Edition. (9s. 6d. St. Albans: The Donnington Press. London: Gregg Publishing Co.)

Gummed Paper for Coloured Cut-Outs. Series 1, to be used in connexion with *Foundations of Geography*, Book I. By B. G. HARDINGHAM. (9d. Nelson.)

Jack and Jill in Many Lands. By AGNES CANHAM. Book I. *Holland, Switzerland and Norway.* (8d.) Book II. *Canada, Greenland and the Philippine Islands.* (9d.) Book III. *Malaya, Ceylon and Egypt.* (10d.) (Brown.)

A Regional Geography: for Higher Certificate and Intermediate Courses. By S. H. BEAVER and Dr. L. DUDLEY STAMP. Part II. *Africa.* (6s. Longmans.)

HISTORY

Europe: its History and its World Relationships, 1789–1933. By Prof. A. H. NOYES. (10s. 6d. net. Heath.)

This is less a history of Europe as a whole than a history of the various European states considered separately during the successive periods 1815–48, 1848–1914, 1914–33. The distinctive features of the book are (1) a treatment of Europe in relation to the rest of the world; (2) an attempt to penetrate beneath the surface of events to the causes that produced them; and (3) an effort to provide a philosophy of history which shall give some indication of the trend of affairs. The book is illustrated by twenty-five excellent maps and by eighty-nine portraits.

A Short History of International Affairs, 1920 to 1934. By G. M. GATHORNE-HARDY. (7s. 6d. net. Oxford University Press.)

A very able survey of world-politics during the post-war period, prepared under the auspices of the Royal Institute of International Affairs. Mr. Gathorne-Hardy treats his subject under the three main headings: (1) the period of settlement, 1920–5; (2) the period of fulfilment, 1925–30; and (3) the period of crisis, 1930–4.

History of Europe in the Nineteenth Century. By BENEDETTO CROCE. Translated from the Italian by H. FURST. (10s. 6d. net. Allen & Unwin.)

In this book a philosopher looks at history. Hence in the ordinary sense of the term it is not a *History of Europe* at all, but rather an attempt to look beneath the surface of events and to discover the intellectual movements that were causing them. There is little here about politics, and not much about economics. The writer's themes are liberalism, romanticism, absolutism, socialism, activism, and the other abstractions whose ghostly conflicts have so largely determined the course of mundane affairs in recent times. This is not a textbook for the classroom but an encyclopaedia of ideas for the thinker's study.

The Challenge to Democracy. By C. DELISLE BURNS. (5s. net. Allen & Unwin.)

Dr. Delisle Burns writes well; his intentions are amiable; he tries to see beneath the surface of things; he has outgrown Karl Marx, although he still "shows affection" for him. In this book he seeks to discover the causes that have produced the modern dictatorships which he detests, and he tries to indicate how democracy can be saved, how the schism of the community can be healed, and how the welfare of the whole body politic can be secured.

Napoleon's Heritage: an Ethnic Reconstruction which explains his Mortal Duel with England. By B. FORTESCUE. (10s. 6d. net. Murray.)

An attempt to explain Napoleon Bonaparte, and also his five brothers, as products of Corsica and as moulded by Corsican conditions. Its argument is far-fetched and unconvincing, although it is supported by a good deal of curious information. Unfortunately, the style of the book renders it extremely difficult to read.

A History of Every-day Things in England: done in Four Parts, of which this is the Fourth. The Age of Production, 1851–1934. Written and Illustrated by MARJORIE and C. H. B. QUENNELL. (8s. 6d. net. Batsford.)

French Revolutions. By E. L. WOODWARD. (7s. 6d. net. Clarendon Press.)

The Parallel Histories—Introductory Book B. A Book of Ancient History: From Minos to Constantine. By Dr. DINA P. DOBSON. (2s. 9d. Nelson.)

The House of History. The Basement: from the Earliest Men to the Fall of Rome. By DESIREE EDWARDS-REES. (2s. 9d. Nelson.)

Historical Association Pamphlet, No. 98. *Social Life in Scotland since 1707.* By Dr. G. S. PRYDE. (1s. Bell.)

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MODERN LANGUAGES

The German Language. By Dr. R. PRIEBSCH and Dr. W. E. COLLINSON. (18s. net. Faber & Faber.)

The Series of The Great Languages, of which we have already noticed Mr. Ewert's treatise on French, is an important aid to scholarship. Each volume sums up all the philological knowledge we have already acquired and shows what the next steps should be. Messrs. Priebsch and Collinson begin with a fascinating chapter on the origin of the Indo-European tongues, but they are careful not to dogmatize on where the cradle of our race was situated. There follow chapters on the early Germanic languages and the sounds and forms of Germanic. The second part is devoted to a history of the development of modern German: its phonology, inflexions, word-formation, foreign words, vocabulary, syntax, dialects, the standard language and its genius. This last chapter is full of happy examples of the differences and resemblances of English, French and German; it shows how German orderliness may lead to dullness and rigidity, its over-insistence on abstract thought, its thoroughness which may become tedious, and its deference which tends to obsequiousness, but over all a warmth of feeling that appeals to all. Not the least important feature is the bibliography at the end of each chapter to show the reader where further information may be obtained. This is definitely a book for inclusion in every modern language library of college rank, and even in sixth forms.

Experiments and Studies in Modern Language Teaching. Compiled for the Committee on Modern Language Teaching by A. COLEMAN. (University of Chicago Press.)

In 1928 a Committee on Modern Language Teaching was appointed by the American Council on Education to discover the reasons for the low standards admittedly existing in American schools and colleges. The American is apt to search for a scientific path which every student should follow to become a successful writer and speaker of a foreign tongue. He seeks for an examination system which is fool-proof and which can show at a glance where a pupil stands. His insistence on word-frequency is another sign. The teacher of modern languages in the United States is much to be pitied. His pupils have not that urge to acquire them which exists in Europe. Probably not one in a thousand will even have a chance of visiting Europe and learning how English, French, or German is spoken. Their only foreign-speaking neighbour speaks a bastard Spanish which is scarcely worth learning. This firm determination to remain unilingual may well cause English, or the American form of it, to become the universal language. This report on the efforts of the committee will be of interest to all directors of education and to many teachers.

A Manual of French Translation and Composition for Advanced Students: Containing Passages from French Authors later than 1500 and from English Authors later than 1670. Selected and Edited by IRIS E. SELLS. (4s. 6d. net. Oxford University Press.)

Mrs. Sells has compiled a helpful book of unseens and proses for advanced students. They will have to be advanced to translate the extracts from Giraudoux, Claudel, Heredia, and Valéry on the one side and Kipling, Galsworthy, Lewis Carroll, and Virginia Woolf on the other. The introduction is a sound piece of work; so rarely do teachers insist on the student's notebook, in which he inserts all his errors, especially difficult spellings, genders, and words to be distinguished. In fact it becomes his personal dictionary, and if he revises it continually, and rewrites it terminally, his progress is assured. French prose is no less difficult to write than Latin or Greek prose, but unfortunately what passes as French prose is often but a sad mockery. The insistence on the learning of grammar by heart is much to the point in these days of easy short cuts, which are but blind alleys. The student would do well to study this introduction with great care and frequently return to it. Our only criticism is that the number of books recommended is rather short. It is a great pity that while first courses are as the sands of the sea for multitude, the number of advanced works is so few.

Modern German Texts for Rapid-Reading. No. 2. *Klick aus dem Spielzeugladen.* By F. SCHNACK. No. 3. *Neue Jugend: Eight Stories.* Adapted as Rapid-Readers, with Questions, Selected Idioms, and Vocabulary, by Dr. M. L. BARKER and Dr. F. WÖLCKEN. (1s. each. Cambridge: Heffer.)

Two more examples of this series whose distinguishing mark is that the difficult words are translated in the margin of the text.

A French Reference Grammar, with Exercises for Middle and Certificate Forms. By P. N. Y. CRAIG. (2s. 6d. Macmillan.)

It is often forgotten that until the grammar of a language has been really conquered, there can be no progress in any real knowledge. As has been said above, certain portions must be learnt by heart in early youth. Mr. Craig's book is clearly set out, and contains all that is necessary up to the certificate standard. The exercises will be useful to practise a pupil in difficulties.

Trois Pièces à Jouer. By N. W. H. SCOTT. (1s. 6d. Macmillan.)
Five French Farces for the Fourth Form Room. With Exercises and Vocabularies, &c., by H. S. MAYALL. (2s. Macmillan.)

These two books will be useful to teachers who like getting up plays, which happens more often in girls' schools. The acting is certainly a help in acquiring the spoken language.

Six Tales from Calderón. By N. G. RUIZ and E. A. PEERS. (2s. 6d. Harrap.)

Here are retold in simple Spanish, the stories of some of the greatest plays of the "wonder-working magician" of the seventeenth century. What Lamb and his sister did for Shakespeare, these authors have done for Calderón—and very successfully. A good vocabulary and varied exercise material complete a recommendable little volume.

The Active German Course. By A. W. PEGRUM. Third Year. (4s. 6d. University of London Press.)

Mr. Pegrum's work has now reached its third year; its method is, as before, a combination of oral and written work. The illustrations are excellent and occur on almost every page.

Das Rheinland: Easy Readings. By M. B. EVANS and R. O. RÖSELER. (2s. 6d. Harrap.)

This reader is intended for second year pupils before they can tackle a German text. The Rhine makes a groundwork for much historical and geographical knowledge. There are questions and exercises on each chapter, a vocabulary, and many illustrations.

French Commercial Correspondence: Correspondance Commerciale. Second Edition. (3s. 6d. net. Pitman.)

Messrs. Pitman have had the happy idea of translating their Commercial Correspondence and Commercial English into French so that one book can be used as a key to the other.

Der Doppelgänger (Tom Shark, Der König der Detektive, No. 152). By P. STRONG. Edited by A. WILSON. (1s. 3d. Oxford University Press.)

Another instalment of this useful series of German texts for rapid reading, each sufficient for a term's work, with questions in German and vocabulary.

Extracts for Translation into French, German, or Spanish. Compiled by E. ALLISON PEERS. Reprint. (1s. 9d. Harrap.)

A reprint of Prof. Allison Peers's collection of English extracts It is graded into four parts, suitable for School Certificate, Higher Certificate, University pass degree, and University honours. There are a few notes for German students. The book should serve its purpose well.

Molière. Don Juan ou Le Festin de Pierre. Edited by Prof. E. WEEKLEY. (3s. 6d. Cambridge University Press.)

The veteran French professor at Nottingham surprises us by saying that his is the first annotated edition of this play. He gives us the essentials of Molière's life, a long account of the Don Juan legend and its treatment by Molière, a few necessary notes especially on the differences between the French of 1665 and of to-day. The book is produced with all the clearness of type and care that distinguishes our University presses.

La Narration Française: a Practical Guide to Free Composition in French. By M. A. LEBONNOIS. (1s. 9d. University Tutorial Press.)

La Vie Commerciale: an Introduction to Commercial French Covering all the Usual Operations of a Business House and Commercial Correspondence. By P. G. WILSON, Prof. F. HERBERT and Prof. J. HERBERT. (3s. 6d. Pitman.)

El Caballero de Olmedo. By LOPE DE VEGA. Edited with Notes by Dr. I. I. MACDONALD. (4s. 6d. Cambridge University Press.)

A Businesslike Spanish Course. By I. L. GUIBARA. (3s. 6d. Macmillan.)

Studies in French Intonation. By HÉLÈNE N. COUSTENOBLE and LILIAS E. ARMSTRONG. (10s. 6d. net. Cambridge: Heffer.)

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MUSIC

OXFORD MUSIC

Amongst the recent publications of the Oxford University Press there is interesting and useful material for almost every branch of the schools' musical activities. The well-known Folk Song Sight Singing Series is being newly issued in a large type edition, an innovation which many teachers will welcome. Books I and II are now available in this form (6d. each). *A Toy Symphony on British Airs*, by HELLER NICHOLLS (Score, 2s. 6d.), is written for voices and toy instruments, with piano and strings. Well devised and employing popular tunes, it promises a happy blending of enjoyment and instruction. *Bamboo Pipes: on Playing the Tenor D Pipe*, by A. CLIBBORN (2s. 6d.) contains notes on blowing, articulation and fingering, some well-graded exercises and a few tastefully-written pieces, which suggest that this pipe may be made an attractive solo instrument. A useful and practical addition to the pipe player's growing repertoire. A new and valuable enterprise is the publication in the Oxford Choral Songs from the Old Masters of the *John Playford Collection of Vocal Part-music*, taken from Playford's famous *Musical Companion*, which was first published in 1667. Dr. W. G. Whittaker says that the examples "range from the contrapuntal style of Dering and Gibbons to the homophonic airs of Campian and the Lawes brothers, thus presenting in miniature a history of the changes which were taking place in music at the beginning of the seventeenth century." The first three numbers to be issued are DERING'S *Hence Vain Affections* and *When Fond Desires*, and MATTHEW LOCKE'S *Ne'er trouble thyself*, all for three female voices. To the same series are also added seven more Purcell songs from *The Fairy Queen* and other sources, which include the delightful *Hark, the ech'ing air*, two numbers from Gluck's *Alceste*, and one from Handel's opera *Amadigi*.

How to Enjoy Music. By L. MCCOLVIN. (2s. 6d. H. Toulmin.)

That Mr. McColvin has travelled the road along which he would guide others and knows its pitfalls, is evident in his homely and practical approach to his subject. He rightly says that for the enjoyment of music the first and last thing is to listen, and his chapters on how the art of listening may be directed and stimulated are full of sound commonsense. The beginner who wishes to increase both his knowledge and enjoyment of music should read this helpful and friendly book.

Music Making: The Complete Musical Education of School Children from Three to Eleven Years of Age. By MARJORIE G. DAVIES. (3s. 6d. net. University of London Press.)

The Puritans and Music in England and New England: a Contribution to the Cultural History of Two Nations. By P. A. SCHOLES. (21s. net. Oxford University Press.)

Kinderliedjies en Speletjies: Songs and Games for Children (in Afrikaans and English). By ANTOINETTE HOEXTER. (2s. 6d. net. Cambridge: Heffer.)

Sixty Songs for Little Children (The Clarendon Song Book Series). Edited by W. G. WHITTAKER, H. WISEMAN and J. WISHART. New Texts by F. B. WOOD. (2s. 6d. Words only, 3d. Oxford University Press.)

PHILOSOPHY AND PSYCHOLOGY

Religion within the Limits of Reason Alone. By IMMANUEL KANT. Translated with an Introduction and Notes by Prof. M. GREENE and Prof. H. H. HUDSON. (15s. net. Chicago and London: Open Court Publishing Co.)

It was in 1793, after the publication of his three great Critiques, that Kant issued his shorter volume, *Religion within the limits of Reason alone*. There has been no adequate English translation of this work readily accessible to scholars, and Profs. Greene and Hudson have rendered good service by the present version just issued. In an admirable introduction they have traced the sources and development of Kant's earlier views on religion. The influence of the Enlightenment and of Pietism is made clear, and the references to religion in the greater works are discussed with care and insight. They suggest that certain types of the religiously minded will be attracted to the thoughts scattered through the Critiques rather than to the expositions of the volume under review. In some respects Kant approaches to the Christian point of view, but his fundamental philosophical principles prevented him from advancing beyond a form of Deism. The four books here translated are concerned respectively with the radical evil in human nature, the conflict of the good with the evil principle for the sovereignty of man, the victory of the good over the evil principle and the founding of a Kingdom of God on earth and with the distinction between religion and clericalism. They contain much that, in the opinion of the translators, harmonizes with "an important, perhaps the dominant, aspect of the modern temper," and for men of such a disposition this book may well prove to be a "deistic classic."

Coleridge on Imagination. By Dr. I. A. RICHARDS. (8s. 6d. net. Kegan Paul.)

Your Mind and Mine: an Account of Psychology for the Inquiring Layman and the Prospective Student. By R. B. CATTELL. (7s. 6d. net. Harrap.)

It has been said that a new textbook of psychology appears (in English only) about once a week, and perhaps this gibe is not very far from the truth. Anyhow, such books are so numerous as to raise in a reviewer's mind at once the question—is this new one justified by its new features and by its general merits? We reply to that question with an unhesitating affirmative. In point of freshness and vitality and evidence of easy mastery of the subject, we know of no better book than this—and we think we know most of them. The textbook of academic type makes psychology a dull and boring subject, because of a failure to answer those questions about human nature in which the average man or woman is most deeply interested. Not so in the case of Mr. Cattell's book, as a glance at the chapter-headings is enough to show. He has aimed at presenting psychology as unfolding itself in its historical settings and as intertwined with the personalities of the men who have created it; and he has carried out this purpose in a manner which compels the reader's attention. Though difficulties are not evaded, and though the *via media* between extreme views is usually sought (not always an exciting process), there is not a dull page in the book.

(1) *The New Examiner.* By Dr. P. B. BALLARD. First Cheap Edition. (3s. 6d. net. University of London Press.)

(2) *Group Tests of Intelligence.* By Dr. P. B. BALLARD. First Cheap Edition. (3s. 6d. net. University of London Press.)

(3) *Mental Tests.* By Dr. P. B. BALLARD. First Cheap Edition. (3s. 6d. net. University of London Press.)

(4) *The Changing School.* By Dr. P. B. BALLARD. First Cheap Edition. (3s. 6d. net. University of London Press.)

(5) *Teaching the Mother Tongue.* By Dr. P. B. BALLARD. First Cheap Edition. (3s. 6d. net. University of London Press.)

An inspector of schools once confessed to the reviewer that he always carried one of these books in his pocket to aid him in the task of educating head teachers. Dr. Ballard certainly has the power of stimulating the jaded, and persuading the most conservative that it might be possible to try a new path. The cheap edition is therefore a real boon to teachers.

The Frontiers of Psychology. By W. MCDOUGALL. (5s. net. Nisbet. Cambridge University Press.)

Educational Research Series, No. 27. *The Development of Intelligence in Subnormal Children.* By H. T. PARKER. 3s. 6d. net.) No. 28. *The Effect on Retention of Different Methods of Revision.* By MARGARET BRIDGE. No. 29. *Some Character Traits of Delinquent and Normal Children in Terms of Perseveration Factor.* By G. CLARKE. (2s. net each. Melbourne University Press in association with the Oxford University Press.)

Mental Hygiene for Effective Living. By E. A. KIRKPATRICK. (10s. 6d. net. New York and London: Appleton.)

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SCIENCE

An Introduction to Experimental Embryology. By Dr. G. R. DE BEER. Second Edition. (7s. 6d. net. Clarendon Press.)

In this the author has adhered closely to the general plan of the first edition, though some passages have been re-written, and many paragraphs inserted to bring the various topics as far as possible up to date. Indeed, there is scarcely a chapter to which additions have not been made. "Regulation" now appears as Chapter XVI instead of XXIII; and in its modified form is certainly better placed. A useful "Bibliography and Index of Authors" advantageously replaces the "List of Experiments Described" of the earlier edition.

Properties of Matter. By A. E. GODDARD and H. F. BOULIND. (4s. Methuen.)

For the convenience of students, this book is divided into two parts—elementary and more advanced. Part I is intended to meet the requirements of intermediate examinations of universities; and Part II is of "university scholarship" or "pass degree" standard. In the latter part a knowledge of more advanced mathematics is assumed. In each part the chief subjects are the kinetic theory, elasticity, surface tension, friction, viscosity, osmosis, and diffusion. The treatment of surface tension is excellent. We are glad to notice that, in each part, stress is laid on the importance of the "dimensions" of physical quantities, and worked examples on the use of dimensional equations are given. The book is very interesting, and distinctly useful.

Theoretical Physics. By Prof. G. Joos. Translated from the First German Edition by Dr. I. M. FREEMAN. (25s. net. Blackie.)

This volume of about seven hundred and fifty pages, by Prof. Joos, of the University of Jena, covers a very wide field in modern physics and is eminently suitable for an honours student. The theoretical part of the subject is stressed, and there is an introduction of about seventy-five pages dealing with mathematical methods. Part II contains six chapters on mechanics, the final one being on relativistic mechanics. Part III deals with electromagnetic and optical theory, Part IV with electron theory. Parts V and VI are devoted to heat, the latter including an account of modern statistical methods. The descriptive matter has been brought up to date as is shown in Part VII, which deals with the structure of atoms and molecules and the theory of spectra. Chapters on the new wave mechanics are included, and the final chapter gives an interesting account of nuclear physics and the discovery of positron and neutron. This is a well-planned and well-produced volume in which "the physical content of the theory, rather than its mathematical formalism, has been emphasized." It can be recommended as a safe guide for the student of physics.

Magnetism and Matter. By Dr. E. C. STONER. (21s. net. Methuen).

Dr. Stoner is the author of an important book on *Magnetism and Atomic Structure* published in 1926. Since that time very important developments have taken place in theoretical physics, and many experimental investigations have been made in magnetism. We may instance the spinning electron hypothesis and the new quantum mechanics which have explained many results previously obscure. Dr. Stoner was well advised to write a new book under a new title, and he has produced a volume which is likely to remain a standard treatise on magnetism. The theme of the present book is not so much the bearing of magnetism on the problem of atomic structure, as the magnetic properties of matter which may now be correlated in terms of the modern conception of the atom. The author has done a very useful piece of work and all students of modern physics are greatly indebted to him.

An Introduction to Science. Book III. *Forces at Work.* By Prof. E. N. DA C. ANDRADE and Prof. J. HUXLEY. (2s. 6d. Oxford: Blackwell.)

This part of a noteworthy book deals with electricity and magnetism, light and chemistry; and it will serve admirably the purpose intended, to stimulate the interest of young readers without giving misleading ideas as to the scope or outlook of science. It must be understood that the book is appropriate for general reading, rather than for examination purposes. We would commend more particularly the latter portion of the section on light, where infra-red and ultra-violet rays are discussed in a most interesting manner; and the section on chemistry is most instructive, and written in an attractive manner. Teachers often use analogies as a means of conveying a clear conception of difficult points, especially in electrical phenomena; here we find several well-chosen and effective applications of the method. There are two cases of faulty proof-reading; at the top of page 74 the first three lines appear to be hopelessly mixed, and on page 189 the text does not agree with the accompanying diagram.

Simple Science. By Prof. E. N. DA C. ANDRADE and Prof. J. HUXLEY. (8s. 6d. net. Oxford: Blackwell.)

The use of the plural "books" in the preface, and a reference on page 572 to "an infra-red photograph . . . [forming] the frontispiece of this book," but not of this volume, indicate that this delightfully conversational introduction to the natural sciences has appeared in separate parts. The biological sciences, chemistry both inorganic and organic, and all the branches of physics, each receive a full measure of attention; and the youngster who reads these pages, and makes the simple observations and experiments suggested will be started with clear ideas and on the right road for further study in each and all of these subjects. A most valuable feature in the book is the frequent reference to and explanation of the scientific principles involved in machinery of many kinds (domestic and industrial), in manufactured articles, and in the natural phenomena around us. Very seldom have the authors fallen into the pits that beset the path of the expert writing for the uninitiated; but "paramecium" (pages 273 and 406) will puzzle readers, and they may wonder whether Jupiter has nine (page 8) or only eight (page 276) moons.

Modern Miniature Cameras. By R. M. FANSTONE. (3s. 6d. net. Blackie.)

The enthusiastic amateur photographer will here find a full description of the numerous types of miniature cameras now available, together with detailed instructions for high-speed photography, enlarging, and for making lantern-slides.

The Power Factor Booklet: containing a simple Outline of Electrical Terms and Measurements, Non-technical Explanations of Power Factor Correction. By R. AMBERTON. Second edition. (2s. 6d. Electrical Apparatus Co., Ltd.)

In the generation and consumption of electric power, a most important problem is the "power factor"; at the same time, in practice, it is a difficult problem to solve, and, for the layman, it is difficult even to understand. This book endeavours to explain the factor in the simplest possible terms; and, for this purpose, it makes use of several appropriate analogies of a non-technical nature. These analogies are distinctly original, and quite effective.

Mechanics and Applied Heat, with Electrotechnics: a Textbook for Engineers. By S. H. MOORFIELD and H. H. WINSTANLEY. (6s. 6d. Arnold.)

This book has been written with the object of producing a course in engineering science which will cover the first two years' work of part-time students preparing for the Ordinary National Certificate Course; and it will fulfil this purpose excellently. It is left to the teacher to decide which part of the text shall be taken by first-year students; but some assistance in this is given by the division into two sections of the examples given at the end of each chapter. The part dealing with electrotechnics is very brief as compared with the other main subjects of the book—it extends to sixty-three pages only; but it may be sufficient for the purpose. Is the sequence *work and power, machines, motion, force* quite logical? The unit of mechanical work depends upon the unit of force, and this depends upon the unit of acceleration; the appropriate sequence would appear to be *motion, force, work and power, machines.* The book has no index.

Creation by Evolution: a Consensus of Present-day Knowledge as set forth by Leading Authorities in Non-Technical Language that all may Understand. Edited by FRANCES MASON. First Cheap Edition. (12s. 6d. net. Duckworth.)

In this volume twenty-four of the leading biologists in England and America contribute each one chapter based, to a large extent, on the phenomena in their respective fields of study. The consensus of opinion should convince doubters, if such there be, of the truth and grandeur of the theory of evolution. There is some overlapping and unnecessary repetition among the several essays; but all are admirably suited to the non-biological reader.

Insect Physiology. By Dr. V. B. WIGGLESWORTH. (3s. 6d. net. Methuen.)

This is one of the monographs on biological subjects; and in no way disappoints the expectations raised by its predecessors.

(*Continued on page 56*)

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THE CAMBRIDGE ANCIENT HISTORY

VOLUME X. The Augustan Empire, 44 B.C.—A.D. 70. 37*s.* 6*d. net*

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The history of the Roman Empire from the death of Caesar to the accession of Vespasian

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Prepared by C. T. SELTMAN. 12*s.* 6*d. net*

LOPE DE VEGA
EL CABALLERO DE OLMEDO

Edited by Miss I. I. MACDONALD. 4*s.* 6*d.* *Pitt Press Series*

This play, one of the most interesting of Lope de Vega's works, is a study of the problem of *pundonor* (the point of honour), a favourite theme in Spanish classical drama. The play is also interesting because it is founded on a ballad well known throughout Spain, yet no single edition of the play has ever been published, except in an abbreviated form. Until now it has been necessary for the student to buy an edition of the collected works in order to read the play in its original form. Miss Macdonald has supplied a critical text, with notes.

PROGRESSIVE FRENCH COMPOSITION

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The *themes* in this graduated course for pupils in their second or third year have all been written *ad hoc* in accordance with the recommendations of the Report of the Board of Education on the School Certificate, 1932.

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By A. E. E. McKENZIE. 188 text-figures. 3*s.* 6*d.*

This book is the first of three volumes covering the sections into which Physics is usually divided—Mechanics and Hydrostatics; Heat, Light, and Sound; Electricity and Magnetism. The aim is to provide a complete elementary course of Physics from the beginning up to School Certificate and 1st M.B. standard.

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By A. S. RAMSEY. 10*s.* 6*d. net*

Like the author's book on Dynamics this book forms an introduction to the subject for the higher divisions of schools and for first year students at the universities.

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ELEMENTARY ALGEBRA

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Now ready. Complete, without answers, 7*s.* 6*d.* Parts II–III, 5*s.* 6*d.*; with answers, 6*s.* Previously published: Part I, 2*s.*; with answers, 2*s.* 3*d.* Part II, 3*s.*; with answers, 3*s.* 6*d.* Part III, 3*s.*; with answers, 3*s.* 6*d.* Parts I–II, 4*s.* 6*d.*; with answers, 5*s.*

"I should like to confess to feeling an enthusiasm for a book which seems to me to be the ideal towards which the research of the last twenty years has been reaching and to feeling that it is presumptuous of me to commend a book which commends itself on every page."—*The Mathematical Gazette*, on Part I.

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To teachers of elementary biology this series is of great value, for its volumes contain the results of research up to date as nearly as is possible; and many of these results have not yet found their way into textbooks. There is in this book much that teachers should embody in their lessons on the cockroach, gnat, housefly, bee, or any other insect that is included in an elementary course.

A Textbook of Hygiene for Training Colleges. By MARGARET AVERY. Fifteenth Edition, Revised and Re-written. (6s. Methuen.)

In this revised edition is inserted an excellent chapter on Public Health Services; and there have also been added sections dealing with the lower forms of life and with evolution, and, very briefly, with the reproductive system and ductless glands. The lower animals appear to have been introduced in order to make clear the fundamental process in sexual reproduction: in this respect the accounts are correct; but the treatment of their anatomy is superficial and not quite free from error. These little flaws are, however, immaterial. The health of pupils is of such supreme importance, and the responsibility of teachers so great, that every one of the latter should constantly be vigilant about the hygienic condition of the class-room and the posture and habits of each child. To ensure such vigilance this book is admirable.

Physical Chemistry. By A. J. MEE. (15s. net. Heinemann.)

The student of physical chemistry is by no means so well provided with suitable textbooks as his inorganic and organic companions. There are, of course, several introductory books and a few excellent advanced treatises, but there was certainly need for a sound, business-like textbook to bridge the gap, and to provide a thorough grounding in the fundamentals of the subject. Mr. Mee is to be congratulated upon having fulfilled the need so admirably. His book gives a clear survey of the chief relevant facts, and while he is not slow to use the necessary mathematics, he shows a wise restraint in avoiding the spectacular mathematical displays to which physical chemists are often much addicted. The treatment is modern throughout, and the usefulness of the book is increased by suggestions for further reading and by the inclusion of numerical and other questions. We have no hesitation in recommending the book warmly to all students who are beginning to get to grips with physical chemistry.

Wild Animals of our Country. By W. S. BERRIDGE. (5s. net. Harrap.)

For "Animals" read "Mammals"; but apart from this gentle protest there is only praise to be bestowed on this most informative and often amusing volume. The descriptions of each species are so clear that identification should be easy—and that without use of zoological technicalities; while habits and mode of life are dealt with fully. The illustrations are first-rate, and do credit to the photographer.

Elementary Quantum Mechanics. By Dr. R. W. GURNEY. (8s. 6d. net. Cambridge University Press.)

Quantum mechanics in its modern developments is far from being an easy subject and it would require a genius to write a satisfactory elementary account suitable for a layman. This book, however, is intended for the student who already possesses considerable knowledge of mathematics and of the older quantum theory. By employing graphical methods Dr. Gurney seeks to avoid some of the more severe mathematical treatment, and "to present the principles in a form congenial to the experimentalist." Two chapters have been devoted to the problems of valency and the properties of molecules, another deals with electrons in crystals, and the two last chapters are concerned with perturbation theory and the description of physical events. There is much to commend in this interesting book, but, as a teacher, the reviewer would have found it still more valuable if the author had shown greater sympathy with those who are taking up the subject for the first time.

General Astronomy. By Dr. H. SPENCER JONES. (12s. 6d. net. Arnold.)

In this second edition of the Astronomer Royal's elementary textbook of astronomy the subject matter has undergone a much-needed revision and amplification. Particularly is this the case in the chapters on stars and the Galaxy, which are treated in much greater detail, while such subjects as stellar rotation, interstellar matter, the expansion and rotation of the universe, as well as many other modern developments of astronomy, now receive due recognition. There are some omissions which might have been rectified, especially in astrophysical subjects, and the arrangement of material might be improved in places, but these are minor defects in an otherwise well-balanced, accurate, and readable account of present-day astronomy. It is one of the best books of its size in the English language, not only for students but also for others interested in astronomy who possess the requisite very slight knowledge of elementary mathematics.

A Guide to Electricity: for Home and School. By Dr. C. F. SMITH. (2s. 6d. net. Oxford University Press.)

Heat. By H. G. LAMBERT and P. E. ANDREWS. (Stiff Boards, 1s. 9d. Cloth, 2s. University Tutorial Press.)

Newton and the Origin of Colours: a Study of one of the Earliest Examples of Scientific Method. By M. ROBERTS and E. R. THOMAS. (3s. 6d. net. Bell.)

Everyday Science: a Practical Course for Schools. By H. E. BEAN. Book III. (Limp, 2s. 6d. Boards, 2s. 9d. University of London Press.)

A Scheme for the Detection of the More Common Classes of Carbon Compounds. By F. E. WESTON. Sixth Edition. (4s. 6d. Longmans.)

Science Museum, South Kensington. *Handbook of the Collections illustrating Electrical Engineering.* II. *Radio Communication.* By W. T. O'DEA. Part I. *History and Development.* (2s. 6d. net. H.M.S.O.)

The Conquest of Suffering. By R. CALDER. (5s. net. Methuen.)

A Key to the Countryside: Wild Life. By M. WOODWARD. (5s. net. Blackie.)

A Key to the Stars. By R. VAN DER R. WOOLLEY. (5s. net. Blackie.)

Heredity: Mainly Human. By E. MOORE. (15s. net. Chapman & Hall.)

The Ideas of Physical Chemistry. By H. MCKAY and H. A. C. MCKAY. (7s. 6d. net. Heinemann.)

The New World of Science. By A. F. COLLINS. (10s. 6d. net. Philadelphia and London: Lippincott.)

Education and Biology. By J. A. LAUWERYS, with the Assistance of F. A. BAKER. (5s. Sands.)

Useful Aspects of Geology: an Introduction to Geological Science for Engineers, Mining Men, Prospectors and all interested in the Mineral Industries. By Dr. S. J. SHAND. Second Edition, Revised and Amplified. (6s. net. Murby.)

High Voltage Physics. By L. JACOB. (3s. net. Methuen.)

School Certificate Revision Tests in Chemistry. Nos. 1–10. Compiled by A. HOLDERNESS and J. LAMBERT. (5d. per set. Heinemann.)

Low Temperature Physics. By Dr. L. C. JACKSON. (3s. net. Methuen.)

An Introduction to Stratigraphy (British Isles). By Dr. L. DUDLEY STAMP. Second Edition, Revised Throughout and Enlarged. (10s. net. Murby.)

(*Continued on page* 58)

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MISCELLANEOUS

The Student's Handbook to the University and Colleges of Cambridge. Thirty-third Edition, revised to June 30, 1934. (7s. 6d. net. Cambridge University Press.)

In the new edition of this well-known handbook an account is given of the new scheme of studies and examinations leading to degrees in medicine and surgery and of the consequential changes in the regulations for the Natural Science Tripos. The chapter on Examinations for Honours has been expanded, and details are given of the examination in oriental languages.

The Writers' Desk Book. (2s. 6d. net. A. & C. Black, Ltd.)

Designed as a companion to *The Writers' and Artists' Year Book*, this desk book aims at being a source of inspiration and stimulating information. It contains a series of articles, written by successful experts on various aspects of the writers' craft, which fully justify the intention of the designers. An extensive bibliography is also included.

Catalogue of New Books Published between June and December, 1934. (6d. National Book Council.)

A Century of Best Sellers, 1839–1930. Compiled with an Introduction by D. FLOWER. (1s. National Book Council.)

" Friends of Europe " Publications. No. 17. *Education under Hitler.* By V. OGILVIE. (2½d.)

Royal Society of Arts. *Programme of Examinations*, 1935. (4½d.) Senior School and School Commercial Certificate Examinations. Syllabuses for March-April and July, 1935. Examination Papers set in 1934 (with the Examiners' Reports). (6d.) Report on the Examinations, 1934. (Bell.)

The South and East African Year Book and Guide, with Atlas and Diagrams. Edited by A. SAMLER BROWN and G. GORDON BROWN. 1935 Edition. (2s. 6d. Sampson Low.)

Historical Association Leaflet, No. 97. *The Turnpike Roads of Nottinghamshire.* By A. COSSONS. (1s. Bell.)

The Writers' and Artists' Year Book, 1935: *a Directory for Writers, Artists and Photographers.* (3s. 6d. net. Black.)

Personal Paragraphs

MR. LAWRENCE HARDY, who is an assistant master at Leeds Grammar School, has been appointed Headmaster of Clitheroe Grammar School. Mr. Hardy is a native of Bradford and was educated at Keighley Grammar School and Keble College, Oxford, where he graduated with honours in English.

* * *

THE Isle of Man Education Authority has appointed Mr. H. L. Fletcher to be Director of Education in succession to Mr. F. R. Grundey. Mr. Fletcher was formerly on the staff of Denstone College and has since 1926 been administrative assistant in charge of higher education under the Leeds Education Authority.

* * *

MR. C. C. MELLOWES, geography master at the Burnage High School for Boys, Manchester, since 1925, has been appointed Inspector of Schools under the Manchester Local Education Authority. Mr. Mellowes was educated at Northampton School and Borough Road College, and is a graduate in arts of London University.

* * *

THE Council of Whitelands College, Putney, has appointed Miss D. A. Counsell, Vice-Principal, to the post of Principal in succession to the late Miss Mercer. Miss Counsell was educated at Oxford High School and in Paris, and took a first class in chemistry in the honour school of Natural Science. She was for seven years a lecturer at Lincoln Diocesan Training College before joining the staff of Whitelands in 1922.

* * *

THE REV. D. P. GRANT, M.C., has been appointed Headmaster of Drax Grammar School in succession to the late Mr. E. V. Watkins. Mr. Grant was educated at the City of London School and Selwyn College, where he graduated in history. After considerable war service he taught at University College School, and the Stationers' School, Hornsey, and has been second master at Chigwell School since 1925.

* * *

MR. C. C. HAWKINS retires at the end of December from the post of Superintendent of the Department of Technology in the City and Guilds of London Institute. He was a scholar of Eton and Magdalen and after taking a first in Greats entered electrical engineering and subsequently became Technical Editor to the firm of Messrs. Edward Arnold. He joined the City and Guilds Institute in 1912 and became Superintendent in 1920, and has built up the Institute's remarkable reputation for the soundness of its examinations. He will be succeeded by Lieut.-Col. W. French, D.S.O., M.C., who has been Assistant Superintendent since 1930.

THE death of Dr. Owen Prys, late Principal of the Theological College, Aberystwyth, removes one of the greatest figures in the whole history of religion in Wales. He was one of the first of the young Welshmen of the middle of the last century to be attracted by the educational facilities of the older universities. Having won a brilliant First in the Mental and Moral Sciences, he became lecturer in philosophy in the University of Manchester. Passing through a period of doubt in religious matters he emerged to throw himself with burning enthusiasm into theological education and religious leadership in Wales, becoming eventually Principal of the Theological College at Trevecca which ultimately removed to Aberystwyth, to be in closer touch with the University of Wales. It is largely due to him that the degree of that University in Divinity ranks so high and that so many of the best preachers in Wales to-day are of high academic standing. The University rewarded him for this with the honorary degree of Doctor of Divinity. He was not at all the type of theologian who lectures well but preaches badly. On the contrary, he was one of the greatest preachers in the history of Wales.

* * *

THE retirement of the Hon. W. N. Bruce from the Pro-Chancellorship of the University of Wales on grounds of advancing age and of ill health, is a matter of deep regret to the whole of Wales, and a point of great note in its educational history. Son of the first Lord Aberdare, a nobleman whose memory is still revered as one who associated himself with all the great cultural movements in Wales in the latter half of the nineteenth century, Mr. Bruce has fully maintained the tradition of service to the Principality. An official of the Board of Education, he finally became its second Secretary. It was he who conducted most of the inquiries in connexion with the Intermediate and Technical Education Act in the nineties of last century. Chairman of the " Bruce " Commission on Secondary Education in Wales in 1921, and of the Welsh Commission in 1927, he was always a leading figure in all movements for the advancement of second and university education in Wales. With a wonderful instinct for the difficult situation he had a dignity and patience which made him the inevitable peacemaker and negotiator. He was the obvious choice for first Member of Parliament for the University of Wales in an electorate which should have ranked educational fitness and record above political expediency. But his modesty made that impossible. It is regrettable that the State has not done him as much honour as the little nation he served so well. His successor is Dr. Joyce, Bishop of Monmouth —an Englishman who has served Wales well.

ONLOOKER.

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University Entrance Scholarships: Subjects and Standards

II.—CLASSICS

By F. R. DALE, D.S.O., M.C., M.A.,
Headmaster, City of London School

I REMEMBER attending, some years ago, a meeting of the Headmasters' Association at which the distribution of scholarships at Oxford and Cambridge was under discussion. It was urged that the present position was unfair, and that the older universities, particularly Oxford, were "bolstering up" Latin and Greek by giving too many classical scholarships. I think, as I thought then, that the universities are competent judges of their own affairs, that they know the value of the training which leads to their degrees in classics, and that they have every right to maintain, by endowment, studies threatened, and gravely diminished elsewhere, by the more direct utility of other subjects. Any headmaster who believes that in modern studies a sixth form course comparable to classical sixth form work may be devised—and many of us believe this—may doubt whether it has been devised yet. The rough test is to compare the Higher Certificate syllabus in modern studies with the classical, and convince yourself if you can that the training in language, literature and the beginnings of philosophy offered by the study of modern writers gives the same degree or quality of enlightenment as may be found among the grandeurs and glories of antiquity. I should not defend the maintenance of classical studies on the ground that they are excellently examinable, and that the boy's performance in the tests given by university examiners is usually a sound indication of his quality. But that they have this advantage, shared of course by some other studies, classical teachers may rejoice.

Classical masters have no quarrel with the type of papers set by the university colleges. The long "unseen" translation paper is an admirable test of comprehension and appreciation—appreciation which appears in the style of the English rendering. If the candidate's range of reading is deficient, or if his endurance flags too readily, this paper will convict him. He will, of course, sometimes be lucky in having read, recently and carefully enough, one or more of the passages set, and this may mean success if his quality is on the border line; but in my experience it generally happens that such a gift of fortune does not affect the result rightly determined on the candidate's whole performance. He can in most cases gain time by finding some passage in the paper which for some reason "suits him" even if he has never seen it before. And the time factor is important—I remember hearing a Perse boy, scholar of an Oxford college, say that he found it difficult to get the translation papers done in time: the Perse practice of very wide reading without translation gave readiness in comprehension, but the habit of construe seemed to give others a greater readiness in producing the English. I do not mean to suggest that the papers are too long; I remember sitting at an Oxford college where we walked to the end of the hall and fetched a cup of tea, which we drank during the first contemplation, almost leisurely, of our afternoon paper. I don't know if this charming informality persists anywhere; but there would still be time for it—or at least there would be time for it at Oxford. The Cambridge "unseen" papers are rather fiercer in the matter of length.

The tests in composition are equally good. If the candidate is so familiar with the languages that he can shape his thoughts in it, without blunders and without uncouthness, his composition paper gives him the chance to show it. Verse composition, the fine flower of classical proficiency, eludes some very worthy fellows: not every one has the beginnings of poetry in him. But verse composition rightly retains its place in the study of the humaner letters: it is important, in learning to appreciate the greatness and graces of fine literature, that the beginnings of poetry should be there.

Then there are "general" questions, on ancient history, literature, or art; and questions designed to test the candidate's power of taking an intelligent interest in contemporary questions, aesthetic, economic, political. Perhaps Oxford offers a more interesting variety in these questions than Cambridge. I have never been behind the scenes, and have no inside information as to how these papers, and the essay, weigh against the main language papers. I imagine that they are decisive where other things are equal, and that in the rare cases where a real originality of mind appears, or serious evidence of original study in some side line, even in a candidate whose classical papers are not too good, they count for a great deal. It may be admitted that the critical powers of many good classical candidates are not highly developed, and that having learned from Socrates that what they do not know they should not think they know either, they are reserved about "letting themselves go" on points which they know to be controversial and difficult and to demand long special study. For example, it is quite possible that a boy who avoids a question about painting, because he has discarded opinions which seem to him to be fallacious but has not yet made up his mind what to think, may be more promising material, even in this particular direction, than another who has opinions which are quite respectable for his age, and which he cheerfully and readily expresses because he does not know enough to be unhappy about them. I should not expect examiners to be greatly impressed by a candidate who "comes off" in an essay or a critical question unless his classical papers show good knowledge and accurate thinking; his foundations are too sandy. It is rightly required that the sound classic must be sensible about things of general interest, and that his knowledge of at least one modern language should not be contemptible.

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But the development of critical power or political judgment may well be left to his university years.

I have heard the charge of narrow specialization sometimes laid against the work of a classical sixth. I do not believe in it. Classical work is the opening of many doors, leading to every kind of poetry, epic, lyric, and dramatic, to history, oratory, and philosophy, to say nothing of satire, biography, letter-writing. The trouble is that there is not time for enough Thucydides, enough Plato, even when a boy has reached the sixth at an early age. Do we not feel that a boy has slipped through our fingers unawares, if he has missed either Pericles' speech, or the Mytilene debate, or the Sphacteria episode, or the disaster at Syracuse, if he has not, after reading the Apology perhaps, and part of the Republic, read the Phaedo as well? And what is narrow about such specialization as this? I happen recently to have been taking a class through the Second and Third Books of the Republic, which means thinking about the foundation of right, the distinction between means and end in morality, division of labour, the origin of money, the causes of war, luxury and health, art and morality, education of mind and body—all things which we must think about, and in every case it is an enlightenment to have met them in this one magnificent book.

I have no fear that the time given to the classics is too great in a classical sixth form, for the classics lie at the root of nearly everything we prize. They have opened the doors for us; and now before us are the library shelves. Have Lucretius at the back of your mind when you read Bridges; and if you read about Passchendaele, do not forget how another historian recorded an unhappy incident on the Macedonian coast. I believe that a generation ago there were some classical masters who were inclined to draw a line round the field of their own study, blind to the modern world about them, aloof and unaware of the needful tasks that are crying to be done. Such men are rare now, if not extinct; and, in any case, time is found in a classical sixth form not only for Biblical study, for English literature and something of another modern language, but also for some discussion of social and economic questions and contemporary history. We are nearing the stage when it will be impossible for any one who has been in a classical sixth to hold the fatuous notion that it "isn't done" to go on the town council, and serve, where he ought to serve, on the education committee. Of course the classical man, though not entirely ignorant of science and mathematics, will have no expert knowledge of modern mechanisms, though he can see their importance well enough. But the sons of Martha are in a vast majority anyhow, and it is vital to civilization that the sons of Mary should keep their place.

For such sixth form work the Higher Certificate examination is admirably designed. There is no harm in set books, where there is plenty of time for other reading and a good choice is given. We do not, I trust, make "heavy weather" of the Higher Certificate; it is a useful test and a useful stimulus, and the work is on the right line for scholarships. If a boy gets his classical distinctions he is worth a scholarship, and nearly always gets it. We may be tempted to try for too much, and drive a boy too hard in the effort to rise beyond his powers. But this will not happen in a good form because an atmosphere of continuous strain and stress is simply incompatible with good work, no less incompatible than an easy acquiescence in mediocrity.

There is one change I should like to see and have small hope of seeing. Respect for the classics as literary models, and the practice of composition in prose and verse, might have been expected to produce the utmost eagerness to master, so far as possible, the sounds of Latin and Greek. The restored pronunciation of Latin has been in use in one school I know since the early 'seventies, and all who can use it with any competence know how beautiful it is. To me the man who reads the Eclogues in the "old" pronunciation, simply discarding the lovely colour of the lines, is a blundering assassin of beauty, and it is an impertinence that he should mark Latin verses. I have never forgotten hearing Verrall reading aloud from the Fourth Georgic. It was a revelation. He could read the classics as he could read Shakespeare. One might have supposed that when the headmaster found a working restoration of the Greek accent for use at the Perse the young dons of Oxford and Cambridge would have flocked to hear it, and at least have learned to do it before deciding to discard it. This did not happen. I have heard professors say that it must destroy quantity, though twenty years of practice proved that it did nothing of the sort. I have heard Dr. Alington speak to the Headmasters' Conference as if the mere correction of the main sounds in Greek, to bring them in line with a sensible pronunciation of Latin, was an irresponsible triviality found only in girls' schools.

In fact it is "not done" in the best circles to be really keen about sounds, as though there were some virtue in confused inconsistency for its own sake. Therefore the change in scholarship examinations which I should like to see, whereby the best candidates were made to read aloud, prose and verse, Latin and Greek, is not likely to happen. I should not make much depend on this. It would merely convey a useful assurance that the candidate had been trained in a place where one accuracy was not despised and one beauty not forgotten. Perhaps there is or will be some lecturer who can read aloud as Verrall read; he would not be without his reward, even if he ventured to read Homer or Sophocles with the accents in the right place. It might puzzle his hearers at first, but not more than many boys are puzzled, when they go up, by the phonetic incompetence or indifference of their Oxford tutors. Meanwhile, let us who care about sounds find at least some comfort in this, that here at least we are not scholarship-snatching.

Apart from this lost aspiration, I feel no alarms about the scholarship system so far as the classics are concerned. I do not feel that in our subject boys trespass while at school in the field of university work. There is plenty more for them to read before they are fit for Honour Mods. or their First Part, working under new conditions which have their own interest. Nor do I feel that the classical scholar is, or is on the way to being, a specialist rather than a man of culture—if he is, then things have gone wrong and the classics have not been allowed to have their perfect work, kindling an interest in every aspect of human life and thought. If I feel any disquiet, it is because it is so much easier to make new schools than to make new classical schools, and whereas in mathematics and science new schools achieve a considerable share of scholarships, the classics tend rather to be the preserve of a select company which is joined by but few recruits.

Believing as I do, that the classics give as fine an approach to enlightenment as we can find, and that it is a great privilege and advantage to a boy to have been in a classical sixth, even if he has to leave school before university age, I regret this slow expansion, which means a great national loss and restriction of opportunity; not that there is any need for the long hours spent on Latin in preparatory schools from an early age. The boy of scholarship quality can attain his goal if he has had four years Latin only to the School Certificate. But Latin is hard, and for all its disciplining value to the mind, the time that must be given to it and the tendency of examiners, notably in the Oxford and Cambridge School Certificate, to set the standard too high, may well make a headmaster pause: and the difficulty of securing the right men, and women, to teach classics in the new schools is notoriously great. All honour to those whose courageous belief in the value of the subject has faced and surmounted these difficulties.

The work of examining for scholarships seems to me to be admirably done, though the task, particularly in the great Cambridge groups, is formidable, and one may be grateful indeed for the ready helpfulness with which many tutors send along an estimate, usually very careful and just, of the work of candidates successful or unsuccessful.

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School Examinations Surveyed

XIV.—BIOLOGICAL SCIENCE

By E. J. HATFIELD, M.Sc., North London Collegiate School

ANIMAL physiology and hygiene, botany and, to a lesser extent, zoology, were the first biological subjects to gain a place in the school curriculum. The educational value of a course in human physiology was soon realized by those pioneers who fought for the introduction of natural science into the schools, and it became a favourite subject in the old ' science and art ' examinations of South Kensington.

The increasing stress on the *method* of science and on the importance of actual experimental work in the laboratory which marked science teaching in the last decades of the nineteenth century, caused this physiology to be very largely displaced. It cannot easily be developed as an experimental subject in schools. The necessary equipment is too expensive, and most school children do not possess a sufficient background of physics and chemistry for any such course.

Hence physics and chemistry became the principal subjects taught in boys' schools; they were believed to give a better training in scientific method, and it was the training of the mind rather than the content of the subject that was considered to be important. Many girls' schools followed the example of the boys and taught chemistry as the basic science. Others, especially those without well-equipped laboratories, turned to botany, which became the principal science taught in many such schools.

This development had many undesirable consequences. It produced a so-called educated public which had absolutely no knowledge of biology, so that our social problems were never approached from the biological point of view. It caused botany to be regarded disparagingly as a ' lady-like ' science, quite unsuited to the needs of the adolescent male.

Yet botany as a school science has many obvious advantages. It lends itself readily to observation and experiment in the laboratory. An interesting and instructive course can be developed with comparatively little equipment, using the plants growing in and around the school. It can give an excellent training in exact observation and in the method of experiment as applied to living organisms. It provides an excellent foundation for gardeners, horticulturists, and all workers on the land. It can give a great insight into the influence of the environment on living creatures, and into those breeding methods by which we are constantly improving our cultivated plants. In the hands of a capable teacher, whose lessons are not entirely governed by the dictates of an examination syllabus, it can give a fairly adequate introduction to biology, especially if combined with a short, purely informative, course in animal physiology. But botany will always suffer from the inherent disadvantage that it deals with those forms of life which are least like our own. Human beings are animals, not plants, and many of the more important facts which any biological teaching should impart can only be learnt in a course which includes the study of animals as well as plants.

Botany thus became established, during the last decades of the nineteenth century, as almost the only biological science of the school curriculum. The technique both of teaching and examining it was gradually developed and has not altered very much in the past thirty years. There has been a greater stressing of the experimental side of the subject, an awakening of interest in oecology, but fundamentally the examination syllabuses are unchanged. In broad outlines the requirements of the various examining boards are alike. They all demand a knowledge of the structure and life-processes of typical flowering plants and of the methods we adopt to classify them. Some require, in addition, an acquaintance with certain flowerless plants; others give to their syllabus an agricultural or an economic bias; others, again, especially those catering for country schools, stress oecology.

The examination papers set at the various first school examinations are, like the syllabuses, broadly similar. There is usually one three-hour paper; sometimes two are set, each lasting for two hours. Occasionally one or two questions on physics and chemistry are included, the questions being on such topics as must underlie any adequate instruction in plant physiology. Usually the paper contains one or two compulsory practical questions, plant specimens being given out with the written paper in the examination room. These specimens have to be identified, sketched, described and commented on in various ways.

This practical part of the paper has a distinct value, although a skilful teacher soon becomes familiar with the somewhat restricted range of material at the disposal of the examiner. His choice is limited by the season, by the fact that the specimens must remain fresh after transport, must be obtainable with certainty on a given date, &c. The writer can testify from personal experience that the teacher is soon able to prophesy with considerable accuracy what specimens are likely to be set at any given examination. When floral diagrams and longitudinal sections are demanded by the examiner, the teacher usually sees to it that the pupils are familiar with these diagrams for every British member of the prescribed families. In these and other ways, the skill and experience of the teacher tends to defeat, to some extent, the aim of the examiner in setting these practical questions, and they lose a great deal of their value as tests of the candidates' powers of original observation.

This situation is bound to arise so long as the present system of examining and marking prevails. So long as a few marks, more or less, can make all the difference between a pass and a failure, so long will it be the duty of the teacher to help the candidates across that narrow dividing line by every means in his power. The practical questions on the botany and biology papers lend themselves very readily to a process of " cramming," which destroys much of their real value.

When the actual achievements of the candidate in each subject of the examination are recorded on his school certificate, without this arbitrary division into passes and failures; when, further, the teacher is called upon to co-operate with the examiner, at least in the practical part of the examination; only then, in the writer's opinion, will these practical questions on the botany and biology papers achieve their full value as tests of the candidate's power of independent work.

Zoology has not established itself as a school science. Unless schools enjoy picked conditions, with extensive aquaria and vivaria; a good zoological museum; grounds in which live animals can be kept and studied under humane and approximately natural conditions; and ready access to areas providing an abundance of easily studied wild life, this subject can become a very dead one. It is then concerned very largely with preserved animals, or with specimens living in the laboratory under quite artificial conditions. Like animal physiology, pure zoology does not provide many experiments suitable for schools.

It is therefore not surprising that the number of pupils offering zoology as a science subject for the First School Examination is very small (less than 1 per cent of all candidates in science), and at least one examining body (the University of London) is considering withdrawing zoology from the group of optional sciences from which a candidate may select at this stage.

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From this short résumé of the state of biological teaching in the schools of the pre-war epoch, it will be seen that the biological sciences suffered, as compared with physics and chemistry, because of certain difficulties inherent in their subject matter. Science teachers were convinced that the value of their work in the schools was intimately bound up with individual work in the laboratory, and that their chief task was to give that training in observation and logical deduction which the experimental method provides. The actual facts taught were thought to be of very minor importance.

Experiments on animals and the study of living animals are, as we have seen, difficult in the school laboratory, while pure botany, on the other hand, is somewhat divorced from human interest, especially for those children who most need a biological training, namely, those who live in large towns and have no background of interest in agriculture, horticulture, &c., and no knowledge of wild life.

Hence, in spite of the importance of their subject-matter, the biological sciences became greatly neglected in our educational system; for a long time they were the Cinderella among the sciences; if taught at all it was often because the school was not adequately equipped for physics and chemistry. A vicious circle was thus established; having learned only physics and chemistry at school, pupils went on to the university to study those sciences, and came back to the schools to teach them; very soon there was an absolute dearth of teachers of biology.

Soon after the War, there arose a demand for more biology. As a direct consequence of that great upheaval we began to take stock of certain grave social problems. We began to talk about a C_3 nation. Man is, after all, an animal, and as such is subject to biological laws. Yet, in the course of his cultural development he has, both unconsciously and consciously, interfered with the simple and direct action of those laws. The weak, the maimed and the defective are no longer allowed to go to the wall. The ruthless action of "natural" law has been modified by man's moral consciousness, in his struggle to satisfy his humanitarian instincts. But it had become increasingly obvious that these fundamental laws cannot be neglected with impunity. Nature cares little for the individual: everything for the race. We were tending to lose sight of this fact, with disastrous consequences. Somehow, in our endeavours at social amelioration, we have to take cognizance of this law on which our very existence ultimately depends. It is obvious that, before this can be done, we must have a biologically informed public opinion; the educated public must be able to view our social problems from the biological as well as from the humanitarian point of view.

It was considerations such as these which lead to the ever-increasing demand for biology as a school subject. We remembered that biologists, eugenists, and others had for some time been warning us of the difficulties we were laying up in store for the future. We had passed through an era of rapid development, profiting by the achievements of the physicists and chemists. But we had paid little heed to the teaching of the biologists, and it was now realized that their voice must make itself heard in our national councils. So arose the desire that biology should become an integral part of every school curriculum.

Examining boards have endeavoured to meet the demand, and all of them now set papers in general biology. These vary among themselves much more than do the papers in botany and zoology; some embody little more than detailed nature study, and none of them is entirely satisfactory, though they are gradually improving. Meanwhile, the number of candidates offering this subject in the first school examination is rapidly increasing. Indeed, could a suitable syllabus and suitable examination papers be evolved, it seems likely that biology would become the favourite school science. Its subject matter is of far greater importance, for the general public, than are the facts of chemistry or physics. It provides the obvious opportunity for approaching many aspects of human life scientifically, even as the lessons in history and language provide the literary approach.

Now, biology in this sense is a new science. We have no slowly-evolved teaching experience on which to draw, and we are not yet certain what should be included from among the mass of material at our disposal. There is no chair of biology at any university. Botany and zoology are separate subjects taught in separate departments of the same; and we all, teachers and examiners alike, have been trained in this separatist school.

It is therefore not surprising that, to quote the recent Investigators' Report, "only too often biology is regarded as botany plus zoology or vice versa, and the task of synthesis has not yet been achieved, though the problem is capable of solution."

This task of synthesis, of creating a true unified school biology, is the problem which lies before us. We must not attempt to cover too wide a field; we must preserve a good balance as between plant and animal; and the subject must be capable of being taught experimentally in schools.

Since, by reason of our training, all biologists are primarily zoologists, or primarily botanists, this task is not being found easy. It is interesting to examine the various textbooks which have appeared in recent years, designed to meet the requirements of school certificate biology. They are so obviously the work of either a zoologist or a botanist. Many are composite works by two authors; they abandon any attempt at synthesis, and might equally well be published in two parts, the one a textbook of zoology, the other of botany.

Similarly, the various examination syllabuses are drafted by a panel of botanists and zoologists, and bear strong internal evidence of their composite origin. Indeed, many are divided into three sections: (*a*) animal biology, (*b*) plant biology, (*c*) general biology.

Now there is absolutely no objection to such a subdivision. A syllabus is not a teaching scheme, and the teacher can rearrange the subject matter of such a syllabus to fit into any course he plans. But a syllabus of this type gives no lead to the teacher; and, in the present state of the subject, with no precedents, no body of teaching experience to guide us, such a lead from the syllabus makers would be extremely helpful.

The examiners, like the teachers, are specialists of the old type, and have even less experience than have the teachers of general biology as it can be taught in the schools.

At a discussion of the biological teaching for school certificate, which took place at the recent (January) Educational Conference, under the leadership of the Social Hygiene Council, one examiner recommended the division of the biological paper into two sections, one botanical, the other zoological, making it comparable with the physics and chemistry paper set by various examining boards. He spoke of the difficulty of finding enough suitable questions in general biology. This points to the fact, already sufficiently stressed in this article, that the technique of examining, like the technique of teaching this subject, is still very imperfectly developed. Examiners know the type of question which they can set in botany or in zoology; after a long process of trial and error these have become sufficiently familiar. They do not yet know what questions are possible in biology.

The teachers who spoke during the discussion were unanimous that this subdivision of the paper would be a retrograde step. As Prof. Julian Huxley has pointed out, biology does not consist in examining and memorizing the structure of a few plants and of certain typical animals. It must be much more than this; a subject which deals with living activities, such as nutrition, respiration, co-ordination and response, excretion, reproduction, &c.; and with such general topics as sex, heredity, the influence of environmental conditions and evolution; the whole

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illustrated by reference to the lives and activities of any plants or animals, including himself, with which the child is familiar, and capable of being taught experimentally.

This biology will undoubtedly be gradually evolved, and will become an increasingly valuable part of the school curriculum. Apart from that training of the mind and that inculcation of scientific method which is implicit in all our science teaching, it should open the eyes of our pupils to the importance of the biological approach to many personal and social problems. Indeed, it seems likely that, in the not far distant future, every educated person will receive some training in biology. If the proper study for mankind is man, then surely the proper scientific study for the man in the street is some suitable course of biology.

Let us now turn to a short discussion of biology in the Higher Certificate. Here we meet with problems similar to those outlined above. In pure botany and pure zoology the subject matter of the courses and the technique of examination have been developed by long experience and have followed the same general lines for the past forty years. The syllabuses approximate very closely to the ground covered in the first year of the university course and may be regarded as well suited to their purpose. They are intended to serve as an introduction to these subjects for those proceeding to the university and reading for a science degree.

In addition to these papers, there is usually an examination in so-called "general biology." This is designed solely to meet the needs of medical students. It is in no sense "general." The syllabus picks out those parts of the syllabuses in botany and zoology which are thought to be most important for these somewhat specialized requirements. Whether the needs of medical students would not be more adequately catered for by one paper in general biology, following the lines of the reformed first school course outlined above, combined with a second paper in pure zoology, is a question ripe for discussion. Certainly these papers in general biology are not to be recommended for any other purpose than that for which they were designed. They lack any wide cultural value.

There is, however, a growing demand for a true general biology at the Higher Certificate stage. The syllabus must be drafted on broad lines to meet the needs of nurses, masseurs, and in particular, the future teachers. For it cannot be doubted that, in their training college course or, alternatively, in the post-matriculation years in the school, all intending teachers would profit by a wide course in general biology, designed to expand their vision, to enlarge their sympathies, and to make them aware of the biological point of view, so that they can appreciate those tendencies in our present civilization which operate against biological laws.

In the past, the biology taught in the training colleges for elementary teachers has often been nothing more than a somewhat elaborate nature study. This has undoubtedly provided the students with much useful material for their future lessons. But any intelligent student could discover most of this material for himself. There are many admirable textbooks to help him, and all that he really needs are certain practical hints on procedure, both in the laboratory and on the field. His time in the training college could be more usefully given to some wider course, such as is outlined above.

Some examination authorities have attempted to meet these needs by introducing papers in "general biology" at the Higher Certificate stage, such papers, for example, as those on the "general principles of biology" set by the University of London. This is certainly a move in the right direction. In the future, some knowledge of biology will doubtless form part of the equipment of every educated person, and particularly of our legislators, ministers, teachers, and other leaders of public opinion. It is for these, who have no knowledge of science, that the general biology papers in the school and higher certificate examinations will be found particularly useful. They have undoubtedly come to stay. As our experience of them grows they should become increasingly valuable. It may be that eventually this general biology will be found to appeal to those taking a course in classics or modern studies quite as much as to those favouring science.

Correspondence

WIDENING THE BASIS OF THE HOUSE COMPETITIONS

Following the arrangement obtaining naturally in public boarding schools, it is now commonly the custom in all large secondary schools to divide up the whole establishment into "houses." This arbitrary distribution of boys is made largely with the object of fostering a healthy state of rivalry between these different component parts of the school, and by competition creating a spirit of keenness, and so raising the general standard of achievement. And there is no doubt this effect is produced. To do well for his house in cricket, football, or athletics is an additional gratification to a schoolboy's pride in his personal successes. Comparatively few can attain to school colours, yet the gaining of even house colours is still a much-prized distinction.

This healthy and stimulating rivalry is obviously an excellent thing, but it is almost entirely confined to the athletic side of school activities. Is this necessarily so? Could not the invigorating, competitive spirit be introduced with advantage into the academic side of school life? There would probably be practical difficulties preventing the operation of such a scheme in the upper forms—even were it desirable—but I believe the idea is workable in the lower part of the school.

I have for many years had charge of the preparatory department of a large secondary school where the "house" system is in operation, and I attempted to introduce among the juniors a workable scheme on the lines indicated above, and the effect I think was entirely good. It gave a far greater proportion of boys the opportunity of doing something for their house, and they eagerly embraced it. Those who were weaklings physically, or hopeless "duds" at games, could nevertheless be stout upholders of the prowess of their house, and win from their companions some of the appreciation and respect which is usually accorded only to the boys who excel at athletics. Certainly this result was noticeable, and it was no uncommon thing, and a gratifying sign, I think, to hear such exclamations as "Hooray! Smith is back, and we shall have him for the arith. test"; or, "Rotten old Jones, he let us down in the spelling test."

I endeavoured to frame a scheme in such a way that the number of points awarded throughout the year for athletics of all kinds should be approximately equal to those obtainable, under the scheme, for merit in academic subjects and various other school interests and activities. On the athletic side were included inter-house matches at cricket and football, swimming competitions, sports, boxing, and gym. contests; and the sports; and it is perhaps only necessary to say that points were awarded to houses in the usual manner under these heads.

The scheme for dealing with work and other interests was rather less simple, but was briefly as follows. Every term we had two test papers in each of the all-important subjects of arithmetic and spelling. All the forms in the department took one and the same paper, and the *house* with the highest *average* of marks took the major points (say three), the second house getting one point. Thus, for example, the house that proved itself good throughout the year at arithmetic would score as many points as—or possibly more than—the one that excelled at cricket or football. Further, the winners of form prizes (awarded on "stars and stripes" system in this case), and the runners-up got points *for their houses*, as also did the winners of special

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prizes, given at the end of the school year, for reading, spelling, drawing, and the best collection of wild flowers.

The sum total of points gained during the year decided the final positions of the houses on all-round merit.

I found no drawbacks in the scheme; it was quite workable; stimulating: the boys liked it; and it was certainly comprehensive. At the end of the year a cup was given to "the best house," and the winners had every right to consider it well won.

T. G. POWELL.

ENGLISH GRAMMAR

Your correspondent's note, in the December issue of the *Journal*, on the current neglect of grammar could be amplified. Addressing his constituents the other day, our local (Conservative) M.P. said: "Ladies and gentlemen, this is a matter for you and I (*sic*)." And on a public platform our local secondary school headmaster said: "No one save we (*sic*) can, &c." He is a Cambridge man.

ONE WHO HEARD BOTH.

The Historians

By DAN MCCOURT

I HAD arrived at that perilous stage at which all teachers must arrive sooner or later; the stage at which the teacher asks himself what it is all about; the stage at which he questions himself as to the *raison d'être* of things. To put it shortly I was beginning to ask myself what was the good of it all, and to wonder whether it was I or my scholars who were enacting, more or less unwittingly, the role of a round peg in a square hole.

This mental *malaise* which, as I have said, afflicts all teachers at some time or other, is yet not without its uses; for it compels a teacher to take stock of himself, to give himself a good looking over in order to see what manner of man he is. It also enables him to get a truer and a clearer sense of educational values; and in so far as it does this it helps him to avoid that last infirmity of teachers: that unhappy fate which awaits so many of us, especially those of us who have lofty ideas of our profession—the falling into a groove.

To a teacher passing through this phase—for it is happily only a phase—rest and change are essential; and anything savouring of enthusiasm for matters educational ought to be carefully avoided. For, be it remembered, the teacher is asking himself why he was born, why his pupils were born; he is telling himself that the scheme of things is all wrong, and that all is vanity and vexation of spirit.

Thus it was that I was not enamoured when the head came into my room one day with a history book that had just been published. It was hot from the press, and the head was most disgustingly enthusiastic about it. "Here's the newest history book, Mr. Jones," said he, beaming all over, and apparently feeling as happy as if he had just received news that he had drawn the favourite in the Irish Sweep. "It's just the thing we've been waiting for."

"Where do you get that 'we'?" said I, dully. "Speak for yourself."

"It treats history just in the way it should be treated," said he, ignoring my remark. "All history books in my experience, up to this one, have placed too much emphasis on battles, sieges, genealogical tables, court squabbles, cabals, intrigues, and all that sort of thing. The social side of history has consequently been shoved into the background."

"The whole lot ought to be shoved into the dustbin," muttered I, *sotto voce*. I *was* feeling bad.

"I think there is nothing so interesting and so illuminating as an account of the way in which the people lived; what they ate, and how they ate it; what their dwellings were like; their amusements, rough and brutal as these doubtless were; in short, how they lived their lives. Now this little book is one of a series, and treats of the Tudor period. Besides being most informative it is highly interesting. Any boy or girl who happened to take up this little book would probably read it from cover to cover, without any prompting from the teacher."

"History is merely the crystallized lies of past ages," said I, my *malaise* strong upon me. "Ask a German who won the Battle of Jutland. Ask a Frenchman who won the Peninsular War. Why, even during the last War the newspapers had an account every day of a British victory, or a Russian victory, or a victory for some other of our allies. And yet the Germans had the audacity to keep on fighting! They wouldn't have done so if the plan I had in mind at the time had been put into operation."

"And what was that, may I ask?"

"Simply to fight the war in a businesslike manner, and by that I mean that the war should have been run on a basis similar to that of League football—two points for a win and one for a draw. If this plan had been followed the Germans and their allies would have seen that they were too far behind to have any hope of heading the League; they would consequently have thrown in their hand and many valuable lives would have been spared. If all future wars were to be fought on this basis, the study of history would be greatly simplified. Instead of puzzling his brains with genealogical tables, the student of history would merely have to look up the League tables of the period and he would at once see who had come out top dog; there could be no possible ambiguity in the matter. It's rather a good idea," I went on, becoming almost enthusiastic. "I think I'll bring it to the notice of the League of Nations; they love that sort of thing."

"Yes, I should, if I were you," said the head, in mock admiration. "But don't put it forward under your own name. You might feel rather embarrassed at becoming famous overnight, as it were," and he took his departure for the time being.

* * *

The next time the head visited me he was as enthusiastic as ever. "Oh, by the way, Mr. Jones," said he, "I want you to include most of the matter of this book—it deals with your period—in your history syllabus. For the future I intend to treat history much more from the humanistic standpoint. This little book shows, for the first time in my experience at least, that the great figures that stalk over the pages of the past were human beings after all. And did you see that incident in *The Private Life of Henry VIII*—I mean, where Henry throws away the chicken bone after gnawing it just as a dog would do?"

"Yes; disgusting, wasn't it?" said I.

"It was disgusting, in a way; yet it was illuminating. It showed in a flash the rude and barbarous customs of the time and also shed a bright light on Henry's character. It showed his rapacity, his greed, his love of power, his lack of consideration for the thoughts and the feelings of others; in short, it showed the Tudor tyranny in all its nakedness. If history could be treated in our schools in as human a way as it is treated in this great historical film, most of it would be remembered, instead of forgotten, as I'm afraid it is."

"Yes, that chicken bone incident certainly caught the popular fancy," said I. "As a matter of fact, most of our boys were discussing it for days afterwards. But did this incident give them any real knowledge of Henry's character or of the events of his reign? Did it portray Henry to them as the man who dissolved the monasteries, who prepared the way for the Reformation, who trampled the liberties of his subjects underfoot, and who was almost a worse tyrant than King John? No, it merely portrayed him as a man who ate chicken with his fingers and threw the bones into a corner when he had finished with them. The incident,

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while interesting enough in itself, had no relation to or association with any other fact, at least any other important fact. The facts of history ought to be related to the present or to the very recent past; they ought to be made things of life and actuality instead of dead and half-forgotten legends."

"And how do you propose to bring that about?" said the head, who, I could see, was becoming rather interested.

"By associating each historical event with some event of modern times. You must remember that history repeats itself, and because of this I shall make use of one of the great principles of education—the principle of co-relation. Did you ever see the inside of a ship's galley? If so, you'll probably have noticed that the roof is studded with hundreds of little hooks and on each hook hangs a mug or some other utensil. Now the point is this: the more hooks we have the more mugs we can hang up; and we ought to envisage our pupils' minds as being so many kitchens in which it is our business to hang as many hooks as possible. When we have plenty of hooks we can hang up plenty of mugs; which is only a roundabout way of saying that I'm going to deal with facts in pairs, not in units; and there will be, of course, some association between each of the facts which make up a pair."

"There may be something in what you say," said the head, "and I think it's worth a trial. If we can invest the events of past ages with a living breathing relationship to the age in which we ourselves live, we shall have done something at least to destroy the belief in the minds of the outside public, and even in those of many teachers, that there is too much book-learning in schools."

In the next history lesson we were dealing with the period of the first Edward, and I was attempting to put into practice my scheme of hooks and mugs; which is to say, my scheme to associate ideas. "You see, boys," said I, "Edward was a big man in all senses of the word. He was big mentally, since he had big ideas. He was also big physically; so much so, that he was called 'Longshanks.' Now we must attempt to relate that idea with some present-day notion or event. How would a man like Edward be described if he lived in our own time? Perhaps he might be called, from an English point of view, an empire maker. Is there anything else we might call him?"

"A big stiff," muttered a boy in the front seat, quite sure that I had not heard him.

"Yes, that might do," said I, as the class laughed at the confusion of the interpolator. "We can call him a big stiff; so whenever you use that modern term it will remind you of Edward's chief physical characteristic. And now let us continue our study of the story of Scotland's attempt to win independence. The next important event is the battle of Stirling Bridge, where the English, as they say, chased the Scots across the bridge; and the Scots, as they say, chased the English across it. Unfortunately, no League tables of the period are extant, so we must judge the affair for ourselves. Let's call it a draw—one point to each side."

My pupils were vastly intrigued, as the novelists say, by the idea of battles being fought on a points basis, and I determined to exploit the idea to the full. "There was another little affair at Falkirk," I went on, "but I think it was indecisive; so we shall award them another point each. The capture and execution of Wallace must of course be credited to the English as a victory—two points. The great Robert Bruce now comes on the scene to continue the struggle for Scottish independence. Though a Scot he was high in the king's favour. He was indeed big enough to be a king himself, and a king he determined to be; so, his pockets filled with English gold, he fled to Scotland, pursued by the English. Can you think of anything at the present time to which we might liken Bruce?"

"Please, sir, the Aberdeen express leaving King's Cross," piped up a perspicacious youth.

"Not bad; not bad," I murmured judicially, "but there might be some confusion of ideas owing to the large number of people involved. Can't you liken him to some single person or incident?"

"Please, sir, Mr. Ramsay MacDonald leaving for Lossiemouth," put in another bright youth.

"Yes, we might take that," said I, thinking that since I was putting a new idea into practice I must be content at first with any sort of hooks on which to hang my mugs.

"And now let us consider Bruce's further adventures," I continued. "We may dismiss as a fairy tale the story of Bruce and the spider. It was probably written by some society chronicler of the period, possibly at Bruce's instigation; for Bruce was much too clever a man to neglect the publicity side of his racket. And now we come to the battle of Bannockburn, which was undoubtedly a clear-cut Scottish victory—two points. To what modern idea or event can we liken Bannockburn?"

"Please, sir, the time Scotland beat England at Wembley by 5—1," put in a Scottish boy eagerly.

"But we whacked Scotland by 5—2 at Wembley after that," piped up an English boy, anxious for the honour of his country.

"Well, we can liken that to Flodden," said I, "though it doesn't come in the period we're studying. And now I want you to draw up a League table of the period, apportioning points as you think the respective sides deserve. You must remember, while you're doing it, that in all these engagements England were playing away, in a manner of speaking, and that it's always harder to win matches on opponents' grounds."

They were soon hard at work, and so far as I could see, quite interested in their task.

* * *

"Well, how are the hooks and mugs getting on?" said the head a few days later. "The association of ideas is, of course, an important principle in education, and it is most shockingly neglected by present-day teachers."

"Yes, I think the idea is thoroughly sound," said I. "The chief difficulty is to find apposite examples. Those we have chosen up to now are perhaps a trifle crude, but we'll improve with practice."

We continued our study of the period, filling in the details and manufacturing hooks on which to hang our mugs as best we could. In due time the examination came on; the head set a number of questions on the period and took the papers home to browse over them at his leisure.

As he came into my room next morning I could see by the gleam in his eye that there was something wrong. "Good morning," said I, "and how has the association of ideas worked out?"

"A trifle mixed, I'm afraid; a trifle mixed. Here's a boy, for example, who thinks the English were beaten in a game of football at Bannockburn by the Scots. And here's another who thinks Mr. Ramsay MacDonald fought a battle against the English at Wembley. Still another seems to be under the impression that Wembley is a battle-field in Scotland, whereon the Scots won most of their victories over the English—a sad commentary on our teaching of geography. As for the social life of the period, to which I desired great attention to be given, they seem to know nothing at all about it, for one boy seems to think that Bruce fled to Scotland by the Aberdeen express from King's Cross. The only answer I've received which contains a germ of sense or truth is from one boy who says that Bannockburn was caused by the attempts of Edward to "muscle in on Bruce's racket"—an answer which may be ascribed to the influence of the talkies. With this single exception all the papers show the most dreadful confusion of ideas."

"That's queer now," said I. "I wonder what can have come over them? I thought I had made everything crystal clear, and that each little mug had been hung on its appropriate hook."

"Yes, but there was one mug you forgot to hang up; and it was the biggest mug of all," said the head, gathering up his papers.

"One mug I forgot—what do you mean? What mug?"

"Yourself," said the head maliciously, as he turned and walked out of the room.

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Personal Paragraphs

IN the New Year Honours List, honours are conferred on the following individuals associated with education: Knights Bachelor: Charles Vernon Boys, F.R.S., a past President of the Physical Society of London; Walter Langdon-Brown, Regius Professor of Physic, University of Cambridge; Edwin Deller, Principal of the University of London; Edward Bagnall Poulton, F.R.S., Emeritus Professor of Zoology in the University of Oxford; Donald Francis Tovey, F.R.S.E., Reid Professor of Music, University of Edinburgh. Order of Merit: John William Mackail. C.M.G.: Frank Leonard Engledow, Professor of Agriculture, Cambridge University; Herbert Septimus Scott, Director of Education, Kenya. C.B.E.: Charles Caesar Hawkins, lately Superintendent, Department of Technology, City and Guilds of London Institute. O.B.E.: Albert Victor Laferla, Director of Education, Malta; Thomas Bell Maxwell Lamb, lately H.M. Inspector of Schools, Scotland; Daniel McIntyre, lately Superintendent of Winnipeg Public Schools, Dominion of Canada; Eric Laidley Mort, Superintendent of Education, Nigeria; Alderman John Robert Nuttall, J.P., Chairman, Lancaster Education Committee; John George Rhodes, Principal Finance Officer, Board of Education; Joseph Richard Roberts, lately Headmaster, Cardiff High School for Boys; John Thomas Ross, lately Deputy Minister of Education, Dominion of Canada. M.B.E.: Ernald James Brentnall, Headmaster, Lancaster Road Senior Boys' School, Notting Hill, London; Josiah Whittaker Huss, Superintendent of the County Council of Durham Junior Instruction Centre for unemployed boys, Bishop Auckland; William Jacob Ingham, Bombay Educational Service; Henry Henning Lincoln, Assistant Secretary to the Government of India in the Department of Education, Health, and Lands; Miss Edith Isobel Garnett Luke, Principal Lecturer in Methods, Dundee Training Centre for Teachers; Miss Ethel Mills, for services to Education in Trinidad; Samuel Radmore, Higher Clerical Officer, Board of Education; Mrs. Lizzie Wakefield, Headmistress, Infants' Department, St. Oswald's School, Hebburn, Co. Durham. Kaisar-i-Hind Gold Medal: The Rev. Arnold Claude Pelly, Principal, St. Andrew's College, Gorakhpur, United Provinces.

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THE death of Sir John Gilbert, a former chairman of the London County Council and a member of its Education Committee for twenty-six years, removes one who had rendered notable service to London education. In his younger days he held assistant masterships in London secondary schools, and at gatherings of teachers he was fond of referring to the time when Sir Robert Blair, at that time Treasurer of the I.A.A.M., collected his subscription to that Association. He was greatly respected by teachers, even though they did not always agree with him. From 1921 to 1929 he was a member of the Senate of London University, and about a year ago he received the honorary degree of Doctor of Laws from the University. In 1923 he was a member of the Board of Education Departmental Committee on the Training of Teachers, and he also served on the Burnham Committees. A staunch Roman Catholic, he devoted much time to furthering the interests of Roman Catholic education, taking a prominent part in the work of the Catholic Education Council. He was created K.B.E. in 1922. In 1929 he stood as Conservative candidate for the University of London. High tributes to his integrity and efficiency have been paid by people of all shades of opinion, and his work will long be remembered.

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THE Governors of Merchant Taylors' School have appointed Mr. N. P. Birley to be Headmaster in succession to Mr. Spencer Leeson, the new Headmaster of Winchester. Mr. Birley, who is at present Headmaster of the King's School, Canterbury, was educated at Repton and New College, Oxford, and later taught at Gresham School, Holt, and Marlborough College before going to Canterbury in 1927. During the War, he served with the infantry and won the D.S.O. and M.C.

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Mr. E. L. RUSSELL, a master at Charterhouse, has been appointed Assistant Director of Education to the Liverpool Education Committee.

* * *

Mr. W. H. BOLAM, Director of Education for Morley, has been appointed Director of Education for Bootle in succession to Mr. Samuel Clarke (Secretary for Education), who is retiring shortly.

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THE death is announced of the Rev. S. A. McDowall, Chaplain and Senior Science Master at Winchester College. Educated at St. Paul's, University College, London, and Trinity College, Cambridge, he obtained a first class in both parts of the Natural Sciences Tripos, and after a period as demonstrator in biology at Cambridge, he came to Winchester in 1906. He was well known for his work in attempting to reconcile Christianity with modern science, and in this capacity published *Evolution and the Spiritual Life*—1912, and *Evolution and the Doctrine of the Trinity*—1919. His *Biology and Mankind*—1931, expounded the inferences, philosophical and political, to be drawn from a study of biological knowledge. Mr. McDowall had been a Select Preacher at Oxford and at Cambridge. He was 52 at the time of his death.

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Mr. GEORGE GUEST, Deputy Director of Education for Manchester, has been appointed Director of Education to the Leeds Local Education Authority on the retirement of Mr. W. J. Bees. Educated at Manchester University, Mr. Guest taught at Haslingden Grammar School and became a divisional education officer at the end of his war service. He was appointed Director of Education at Wigan in 1921, and in 1927 transferred to Manchester.

* * *

THE news of the death of Miss E. R. Conway has been received with widespread regret in educational and professional circles. Miss Conway was educated at Lincoln Training College, and after a period of teaching service in Liverpool eventually became a headmistress. From the first, she was an active member of the N.U.T., and became President of that body in 1918–9. She was also a member of the Teachers' Registration Council, the Burnham Committees, and of the Consultative Committee of the Board of Education. Miss Conway was an M.A. (Hon.) of Liverpool University, and a C.B.E. and J.P.

* * *

Sir ALFRED EWING, F.R.S., who was President of the British Association in 1932, died on January 7 at the age of 79. Educated at Dundee High School and Edinburgh University, he became Professor of Engineering at Tokyo University from 1878 to 1883, and at Dundee from 1883 to 1890, and Professor of Mechanics at Cambridge, 1890 to 1916. After a period as Director of Naval Education, he became Principal of Edinburgh University from 1916 to 1929. During the War, Sir Alfred was in charge of "Room 40" in the Intelligence Department of the Admiralty, where he and his staff achieved remarkable success in deciphering code messages sent out by the enemy. He was the author of numerous scientific works.

ONLOOKER.

The National Education Association has passed the following resolution: "That, in the opinion of the National Education Association, the school-leaving age should be fifteen years, and that permission should only be granted for any child to leave school before that age where there is a day continuation school which it can attend."

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The Journal of Education

SPECIAL SERIES OF ARTICLES *for* 1935

This is under the general heading of

UNIVERSITY ENTRANCE SCHOLARSHIPS: SUBJECTS AND STANDARDS

The Introductory Article on **The Scholarship System.** By Dr. CYRIL NORWOOD, President, St. John's College, Oxford. (*January*, 1935)

Classics. By Mr. F. R. DALE, D.S.O., M.C., M.A., City of London School. (*February*, 1935)

Modern Languages. By Mr. H. NICHOLSON, Taunton School. (*March*, 1935)

•

Each of the articles deals with a particular subject of the curriculum. Consideration is given to the arrangement of courses, types of paper set, desirable improvements to the system, standard, scope, and other matters of practical interest to teachers concerned with scholarship examinations for the Universities.

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Prize Competitions

The winner of the January Competition is "Chauve-souris," *proxime accessit*, "Agricola."

The winner of the December Competition was Miss M. K. Chapman, Regina Pacis D., Sarría, Barcelona, Spain, but she informs us that she is not eligible, having won a prize last February. Will "Signy," who took second place, kindly send name and address?

We classify the fifty-three versions received as follows:

Class I.—(*a*) Chauve-souris, Agricola, Tula, Emjay, Fidelis, Memus, X., Winton, H. L. R., J. S., Magister, J. E. M., Senator, Hibernia, Atossa, W. A., Nautilus, R. E., H. H. T., Sussexia, Nomasi, Itzehoe, Urbanus.

(*b*) Château d'If, La petite Thérèse, Borderer, O. G., Solitaire, Llanandras, Cambria, Damon, Grec, Patricia, Nochmals, Atlantis, Als ob, Arkay, ὡς ταχιστα, Onyx, Spiegelbild, Nimmoc, Ex or.

Class II.—Hova, Labbe, D. S. S., Pet Marjorie, Auburn, Q. R. S. T., Old Trident, Wiesamer, E. H. S., Pierre, L. E. C. M.

POEM BY THÉOPHILE GAUTIER

NOËL

Le ciel est noir, la terre est blanche
Cloches, carillonez gaiement!
Jésus est né. La Vierge penche
Sur lui son visage charmant.

Pas de courtines festonnées,
Pour préserver l'enfant du froid,
Rien que des toiles d'araignées
Qui pendent des poutres du toit.

Il tremble sur la paille fraîche;
Ce cher petit enfant Jésus,
Et pour l'échauffer dans sa crèche
L'âne et le boeuf soufflent dessus.

La neige au chaume pend ses franges,
Mais sur le toit s'ouvre le Ciel,
Et, tout en blanc, le chœur des anges
Chante aux bergers: "Noël! Noël!"

TRANSLATED BY "CHAUVE-SOURIS"

Dark is the sky, earth white with snow,
Ring out, ye bells, so sweetly pealing,
Jesus is born! Her face aglow,
The Virgin by her Babe is kneeling.

No festooned curtains round His bed,
To shield Him from the cold has He,
But from the rafters o'er His head
Hang spiders' webs for canopy.

On cold straw, trembling and afraid,
Lies little Jesus, Child so dear,
To warm Him in the manger laid
Breathe ass and oxen standing near.

Though to the thatch snow-tassels cling,
From opening Heav'ns Hosannas swell,
And white-robed choirs of angels sing
For shepherds' ears: "Noël, Noël!"

TRANSLATED BY "AGRICOLA"

The sky is black, white gleams the snow,
Glad bells, ring out your music wild!
Jesus is born. With head bent low
The Virgin kneels beside her child.

No folded curtains keep away
The cold or screen the baby's bed.
Only from beam and rafter grey
The spider hangs her silken thread.

He shivers on the chilly straw;
Jesus, the little Christ-child fair,
And ass and oxen deeper draw
Their breath to warm his manger bare.

The snow-flakes fringe the thatch with white,
Above a myriad voices swell,
And shepherds watching in the night
Hear angels sing: "Nowell! Nowell!"

TRANSLATED BY "TULA"

The sky is black, the earth is white,
Ring on, blithe bells, your blessing!
For Christ is born; the Virgin bright
Bends o'er her Babe caressing.

No draping curtains fall around,
The Child from cold defending;
But only spiders' webs abound,
Their silk from beams suspending.

He shivers, does the dear Christ-child,
On straw in manger lying,
The ox and ass breathe on Him mild,
His limbs with warmth supplying.

Fringe-like from thatch thick snow depends,
But from the Heavens winging,
The white-robed angel choir descends,
"Noël!" to shepherds singing.

TRANSLATED BY "EMJAY"

Black is the sky, the ground is white;
Ring out, ye bells, a merry peal!
Jesus is born! With face alight
The Virgin Maid doth o'er Him kneel.

No festoon'd curtains here are draped,
To shield the Infant from the cold;
Naught but the webs by spiders shaped,
Now hanging from the rafters old.

He shivers on the straw new-spread,
Jesus the Babe, so sweet, so small!
While ass and ox, to warm His bed,
Breathe o'er the Infant in the stall.

To thatched eaves snowy fringes cling;
Opens, above the sky, whence swell
The Tidings white-robed Angels sing,
While Shepherds watch: Noël! Noël!

TRANSLATED BY "FIDELIS"

The night is black, earth white with snow,
Ring out, bells, merrily!
Jesus is born: and o'er Him, lo,
Mary bends happily.

No braided curtains round His bed
Ward off the winter's cold;
Only the spiders' webs instead
Hang from the rafters old.

Shivering on fresh-laid straw He lies,
The precious Holy Child;
To warm him breathe in kindly wise
The ass and oxen mild.

The stable-thatch is fringed with snow,
But Heav'n's gate opes above:
Loud sing the white-robed angel-row
Glad Tidings of God's love.

TRANSLATED BY "MEMUS"

Dark is the sky; white lies the snow.
Ye bells, peal forth your merry pace.
Jesus is born, and o'er Him, low
The Virgin bends her lovely face.

No hangings draped about His bed
To shield the Infant from the cold;
Only the cobwebs with their thread
Dangling from roof-beams round enfold.

Aquiver on the straw new-spread
Lies Jesus, little Child of love;
To warm Him in His manger-bed
The ass and oxen breathe above.

Snow decks the thatch with fringes long,
But o'er the roof Heaven opens wide,
And, all in white, the angel throng,
Sings to the shepherds: "Christmastide!"

TRANSLATED BY "X"

The sky is black; earth, white with snow,
Ye joybells ring apace!
Jesus is born; the maid bends low
To Him her winsome face.

(*Continued on page 78*)

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Instead of curtains draped with care,
To keep the cold away,
The roof bears only rafters, where
The dusty cobwebs sway.

New straw is all He has for bed ;
Dear Child of trembling limb ;
The ox and ass, some warmth to spread
Draw nigh, and breathe on Him.

Above the eaves, where snowdrifts cling,
Lo ! Heav'n is opened wide.
Bright angels to the shepherds sing
Glad news of Christmastide.

TRANSLATED BY " WINTON "

The sky is black, the earth is white,
Ring gaily, bells, the Babe to greet !
Jesus is born. The Virgin bright
Bends o'er the Child, her face so sweet.

No broidered curtains deck the bed
And keep the winter cold away ;
Nothing but cobwebs o'er His head,
That from the roof-beams hang and sway.

See Him, and hear His trembling cries,
In straw-lined crib, the dear wee Child,
With nought to warm Him as He lies
But breath of ass and oxen mild.

The snow upon the thatch gleams bright,
While o'er the roof doth Heaven appear,
And choirs of angels, all in white,
To shepherds sing : " Christmas is here ! "

Congratulations to our clever translators for so many excellent versions. Every one of our readers may feel proud of his ability to turn out a fine poem which is at the same time a correct translation. Among all the versions received there were only three real mistranslations, all three over the same word : " Old Trident," " Wiesamer," and " E. H. S." rendered *chaume* as *stubble-field.*

A few other translators preferred, perhaps deliberately, to translate *festonnées* as *braided, broidered, rich, festal, gay and fair,* and even *festive,* this last being chosen by " Nautilus," though we are certain he knows the real meaning. " H. H. T." has *screens gaily bedecked,* but he is too recent a recruit to our ranks for us to decide whether he knew better or not.

Four really beautiful poems were unfortunately in couplets, they were written by " R. E.," " Urbanus," " La petite Thérèse," and " D. S. S.," we enumerate them in the order of our admiration. Other translators who chose a different metre were " Magister," " Solitaire," " Nimmoc," and " Hova," also in the order of our admiration.

We thought the poem lost in dramatic force when the word *Noël* was placed earlier than at the end of the last line, and we regretted that so many of our most poetic translators substituted some other word or phrase. The force of the word *Noël* is that it derives from the same root as *natal,* and is merely a shout of joy over a birth. The use of the word *Christmas* or *Christmastide* is an anachronism.

We noted the usual crop of words dragged in for the sake of rhyme, and we sympathize with their authors, being well acquainted with that difficulty ourselves. The worst this month was supplied by " Ex or," whose very nice poem was quite spoilt by his choice of rhyme in the third verse, thus :

He trembles on the fresh-laid straw,
Jesus, the Babe so small, so sweet ;
And ass and ox with outstretched jaw
Breathe o'er His crib to give Him heat.

" Q. R. S. T." frankly draws our attention to his dragged-in words, nevertheless in his first verse he makes no attempt at rhyme.

Too many competitors ignored *son visage charmant,* which we thought one of the happiest touches in the original. We specially commend " Senator's "

Jesus is born. The Virgin bends
O'er Him her lovely, charming face.

But we did not like his use of *girders* for *poutres.* It suggests a second story which seems out of the picture.

" Llanandras " spoiled a beautiful version by introducing an idea not implicit in the original. His first verse ends

Jesus is born. The Virgin fair
Bends low before her Son.

" Auburn " made something banal out of these lovely lines :

Jesus is born, Mary bends low
O'er Him her face, which charms reveal.

We are so glad to see " Onyx " turning out a very accurate version. Congratulations also to " *ὡς ταχιστα,*" and " Wiesamer," still pupils in a secondary school. Both show poetic taste, and " *ὡς ταχιστα,*" a nice feeling for words and rhythm.

We must add that we took off marks for phrases from hymns, *keeping watch by night, the first Noël,* and so on.

" Fidelis " makes an interesting remark to justify his *ass* and *oxen.* He points out that the ass carried Mary, and it was to the oxen that the stable belonged.

We are greatly obliged for all the Christmas letters, cards, and messages of good will we found in our mail. " Katty Ann " gave us a bad attack of nostalgia with her Spanish scenes. The lovely picture of gypsies dancing round the cave door made us sad, for we have noticed that, as soon as spontaneous manifestations of grace and gaiety become conscious and part of the cosmopolitan heritage, they have begun either to die or to be commercialized.

We are so sorry we missed " Hibernia's " name from the classification for the German carol. We have looked at our notes and find her position was twenty-first, immediately after " Als ob."

We were interested in " R. E's " letter, and not a little flattered at the approval of her German instructor. We think the rendering *glistening* to describe the angels quite admissible, though we prefer the simplicity of *white* which matches the original.

" G. E. M's " tale of difficulty amused us, and we commend his fortitude in competing nevertheless. Of course we should never disqualify a version on account of a mislaid coupon. It would now take a great deal to make us suspect any of our valued competitors of trying to compete without buying a *Journal.*

We have two nice letters, from " Ex or " and "Atlantis," both disagreeing with us on the much-vexed Ronsard question. We cannot carry this argument any further, but we reserve for next month, when there may be more space, a priceless anecdote sent by " Atlantis."

We are glad to have " A Regular Reader's " interest in our friendly contests, even though he disagrees with our judging of the " Winterrose." But in reply to his complaint about " Cockney rhymes " we ask him to consider whether assonance is not at times very musical.

A Prize of Two Guineas is offered for the best translation of the following extract from " Über Gelehrsamkeit und Gelehrte " by Arthur Schopenhauer.

Wenn man die vielen und mannigfaltigen Anstalten zum Lehren und Lernen und das so grosse Gedränge von Schülern und Meistern sieht, könnte man glauben, dass es dem Menschengeschlechte gar sehr um Einsicht und Wahrheit zu tun sei. Aber auch hier trügt der Schein. Jene lehren, um Geld zu verdienen, und streben nicht nach Weisheit, sondern nach dem Schein und Kredit derselben : und diese lernen nicht, um Kenntniss und Einsicht zu erlangen ; sondern um schwätzen zu können und sich ein Ansehen zu geben. Alle dreissig Jahre nämlich tritt so ein neues Geschlecht auf, ein Kuck-in-die-Welt, der von nichts weiss und nun die Resultate des durch die Jahrtausende angesammelten menschlichen Wissens, summarisch, in aller Geschwindigkeit in sich fressen und dann klüger als alle Vergangenheit sein will. Zu diesem Zweck bezieht er Universitäten und greift nach den Büchern, und zwar nach den neuesten, als seinen Zeit- und Altersgenossen. Nur alles kurz

(*Continued on page* 80)

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1. AIRCRAFT APPRENTICES

Candidates must be between the ages of 15 and 17 years. Entry is normally by competitive examination. Examinations are held half-yearly at numerous local centres for candidates nominated by Local Education and other approved authorities. (Date of next examination, June 4, 1935; closing date for receipt of nominations, May 7, 1935.)

Note.—Nominated candidates possessing first School Certificate with specified "credits" may be exempted from the competitive examination.

During the period of trade training (normally three years) apprentices attend school to continue their education, and at the end of the apprenticeship a few apprentices of special promise proceed to the Royal Air Force College for training as commissioned officers. The remainder serve as skilled aircraftmen and have opportunities of advancement to the highest non-commissioned rank; they may also be selected to qualify in flying and become airman pilots, of whom a certain number with exceptional qualifications are periodically chosen for commissioned rank; others may be selected for training as air observer.

Approximately 500 aircraft apprentices will be required for entry into the Service in August, 1935, for training in the trades of fitter, wireless operator mechanic, and instrument maker.

2. APPRENTICE CLERKS

Candidates must be between the ages of 15 years 6 months and 17 years 3 months, and entry is by selection from among applicants possessing an approved first School Certificate. Those who are selected are trained (normally for eighteen months) for clerical duties (general or pay and store accounting) in the Royal Air Force. The course of training is planned on liberal lines, and apprentice clerks attend school to continue their education.

After passing out, on completion of training, apprentice clerks have opportunities of advancement to the highest non-commissioned rank, and the statement above, relating to aircraft apprentices' prospects of selection for training as airman pilot (and in exceptional cases for commissioned rank) applies equally to apprentice clerks.

Vacancies are expected to be available for about 30 apprentice clerks in April, 1935, and for a similar number in July, 1935.

3. BOY ENTRANTS

Under a scheme recently introduced, candidates at the competitive examination referred to in 1 above, who cannot be entered as aircraft apprentices, may be invited to apply for vacancies as boy entrants, to be trained (for twelve to sixteen months, according to trade) as armourers, photographers, or wireless operators. Airmen who were enlisted as boy entrants have opportunities during their service of selection for training as airman pilot or as air observer. About 180 boy entrants will be required to commence training in September, 1935.

Special attention is paid to the general welfare and health of apprentices and boy entrants under training. Six weeks' leave a year is normally allowed. Subsequent service in the Royal Air Force provides an interesting and varied career with opportunities for service overseas.

Full regulations (rates of pay, periods of engagement, medical standards, &c.) are contained in A.M. Pamphlet 15 (Aircraft Apprentices), A.M. Pamphlet 9 (Apprentice Clerks), and A.M. Pamphlet 54 (Boy Entrants), which may be had on application to the SECRETARY (A.E.), Air Ministry, Adastral House, Kingsway, London, W.C. 2.

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Two "Charles R. E. Bell Fund" Junior Scholarships, of £60 each, will be awarded by the London Chamber of Commerce in 1935—one on the results of the Winter (February) Examination, and one on the results of the Summer (July) Examination. Candidates, to qualify, must pass the School Certificate of Commercial Education Examination of the Chamber.

The LATEST DATE for receiving entries for the Higher Spring Examination is April 1, 1935.

The LATEST DATE for receiving entries for the School Certificate Examination is June 17, 1935.

Copies of the Syllabus and Local Centres, Time Tables and all particulars relating to the Examinations, may be obtained (post free 4d.) on application to ROBERT E. T. RIDOUT, Principal, Commercial Education Department, London Chamber of Commerce, 69–73 Cannon Street, E.C. 4. A copy will be sent gratis to teachers.

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und neu! wie er selbst neu ist. Dann urteilt er darauflos. Die eigentlichen Brotstudien habe ich hier nicht einmal in Rechnung gebracht.

Studierende und Studierte aller Art und jedes Alters gehn in der Regel nur auf Kunde aus; nicht auf Einsicht. Sie setzen ihre Ehre daran, von allem Kunde zu haben, von allen Steinen, oder Pflanzen, oder Bataillen, oder Experimenten, und samt und sonders von allen Büchern. Dass die Kunde ein blosses Mittel zur Einsicht sei, an sich aber wenig, oder keinen Wert habe, fällt ihnen nicht ein, ist hingegen die Denkungsart, welche den philosophischen Kopf charakterisiert. Bei der imposanten Gelehrsamkeit jener Vielwisser sage ich mir bisweilen: O, wie wenig muss doch einer zu denken gehabt haben, damit er so viel hat lesen können! Sogar wenn vom ältern Plinius berichtet wird, dass er beständig las, oder sich vorlesen liess, bei Tische, auf Reisen, im Bade, so drängt sich mir die Frage auf, ob denn der Mann so grossen Mangel an eigenen Gedanken gehabt habe, dass ihm ohne Unterlass fremde eingeflösst werden mussten.

Initials, or a nom de guerre, *must be adopted by* ALL *competitors, but the prize-winners, and the competitors awarded the second place, will be required to send real names for publication if necessary.*

No competitor will be awarded a prize more than ONCE *during a given year, though the name of the competitor gaining first place will be published each month.*

All entries for this month's competition, which must be accompanied by the coupon printed on page 62, *must reach the office by the first post on March* 1, 1935, *addressed* "PRIZE EDITOR," The Journal of Education, *Three Ludgate Broadway, London, E.C.* 4.

Foreign and Dominion Notes

FRANCE

"Cuts" and Protests.

Among the outstanding features of last year were further drastic "economies"—not altogether unexpected, but with the inevitable chorus from all ranks of futile protests. Of the "cuts," the most serious were pension reductions; compulsory retirement at 55; suppression of so-called superfluous classes (5,000, against 3,000 added); continuance of classes above the official limit (thirty to thirty-five); reduced family allowances; and stringent regulations limiting "cumulative" employment. Especially calamitous, it is urged, is the enforced premature retirement—a heavy blow, in innumerable cases, at life-long plans for economic security in old age. The protesters fully admit the gravity of the financial crisis, but complain of the methods adopted—no less on educational grounds than on personal. And they suggest alternatives: controlled reduction in cost of living; suppression of the chronic and gigantic "financial frauds"; and, lastly, a general educational reorganization—"on pedagogical, not budgetary, lines." Ministers are reminded that "Harpagon, despite his Greek name, is the enemy of all liberal culture." But all protests, whether in letters to the Prime Minister (Doumergue), in congresses of protestation, or in the Press, have been unavailing. There is regret, but no redress.

The School Age.

The election of the greatly enlarged *Conseil Supérieur de l'Instruction Publique* (from fifty-four members to eighty-one) took place last summer, women and parents (*as* parents) being eligible for the first time. There had been a proposal that old pupils' associations should also be represented, but this was negatived. These additions (and others), long overdue, fittingly marked the jubilee of this practically permanent authority (supreme under Parliament)—compared to which even French Ministers of National Education are creatures of a day. We have no space for even the briefest analysis of the innumerable election addresses (from 200 to 2,000 words) which make more interesting reading than most election literature. Two long-standing problems, now more than ever urgent, confront the new *Conseil*—the raising of the school age (still, surprisingly, only 13) and the co-ordination of the primary and secondary systems. With "gratuity" in both secure, with "selection" of promising pupils in fair working order, the definite fixing of the point of passage from lower to higher can scarcely be any longer postponed. High authorities declare that this point cannot be satisfactorily fixed till the compulsory school age has been raised to 14. The certificate of primary studies, now taken in one sitting at 12–13, could then be taken in two parts—the preliminary at 10–11, the final at 13–14. Such an arrangement would enable all pupils proceeding to secondary studies (lycée, technical school, &c.) to make the transition, as in so many countries to-day, about 11. As one of the above-mentioned authorities comments: "There are certain sound educational ideas, once fiercely opposed, that are bound ultimately to triumph. This is one of them." Another indirect comment is the startling fact that a bill to raise the age was actually passed by the Senate in 1921, and again in 1922, but not by the Chamber till 1933! The last bill, however, differs so materially in detail (not in substance) that even when it reaches the Senate it may be indefinitely held up, it is feared, by reason of its numerous irrelevancies. Such are the perilous ways of educational politics.

English Youth To-day.

At the fifth Annual Congress in Paris of the School for Parents, (*Ecole des Parents*) lasting three days, the subject under discussion was the Education of Effort. After opening papers on Anglo-Saxon, German, and Italian Youth, there followed others on First Exercises in Will Control; Physical Effort in Home and School; Necessity of Manual Effort; Collective Social Effort; Effort in the Conquest of Self—towards Intelligence, towards Beauty, and towards Love; Spiritual Influences. It is impossible to summarize even the conclusions, but we note a few revelations about Anglo-Saxon youth. English education, from the first, encourages concentration. Many children make their own projects and plans for school work, to be carried out either individually or collectively—"a method too rarely employed in France." All such effort must be personal, independent and continuous, but at the same time "associated effort" towards a common end. . . . Hence the strength of Anglo-Saxon associations. . . . Continued effort demands a virile body—to which English open-air life, games and tests of endurance all contribute, English youth being famed for their splendid animal vigour. . . . In both nursery and school, originality is encouraged. "The young wings are not clipped" as in so many other countries. But always a regard for others is inculcated, together with a sense of personal dignity, and modesty in the expression of emotion. . . . This English effort has a twofold aim—personal success and the service of the community—and is based on a twofold principle—fair play and a spontaneous respect for rules. Thus the idea of abstract justice takes concrete shape, games becoming also the instrument of moral and social education. Similarly with the school-workshop, the prefect system, scouts and other bodies. "Anglo-Saxon youth, in a word, is educated to act vigorously and independently for the collective and pacific construction of a better future."

Youth To-day (in thirteen countries) is also the subject of a series of articles in *Le Temps*, now reprinted. We reproduce the picture (greatly reduced) of English youth—though we do not always recognize it: England will not follow Germany in her sacrifice of liberty to authority. The Englishman's traditionalism forbids. His politics are inherited, not chosen. This fact alone will prevent enthusiasm for possible fascisms or chimerical communisms. Ideas, indeed, have little attraction for him. In his religion a simple religiosity is enough. In literature an anti-intellectualism, respectable but pitiless, predominates—at least among the privileged classes. Many democrats, however, do believe in culture, and to-day are ardently seeking it, convinced that to-morrow knowledge will, more than ever, be power. The centuries-old Etonian system stands condemned. A conspicuous minority of young Englishmen—to-morrow's *élite* perhaps—no longer content with a vague veneer of Christianity and learning, with being good sportsmen and perfect "gentlemen," are seriously studying the art of thinking—a new adventure which may have surprising results. Will the old distaste for thought gradually be transformed into taste for action? And will the thinkers, thinking more steadily and more deeply, reveal to the men of action more fruitful methods, for which perhaps they have only been waiting? "That is the secret of to-morrow."

Acknowledgments to *Revue Universitaire*, *Education*, *Ecole et Vie*, and *Revue de l'Enseignement des Langues Vivantes*.

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Censorship of School Books

Mr. Jenkyn Thomas, the respected Head of the Hackney Downs School and the President of the Incorporated Association of Head Masters, rendered a notable service to the cause of educational freedom in this country by his now-famous utterance at the Guildhall on January 2. On the one hand, he vigorously protested against the proposal laid before the Pontypridd Education Committee to the effect that promotions to headmasterships in the Pontypridd area should be restricted to teachers whose political opinions accorded with those of the majority of the Committee. On the other hand, he denounced what he described as a deliberate effort on the part of the Executive Committee of the Labour Party to secure the "cooking" of the textbooks used in the schools of the London County Council, so as to remodel them in the interests of their own policy.

Concerning the Pontypridd proposal little need be said. It was made by an irresponsible individual, and was so obviously iniquitous that it has merely to be mentioned to be repudiated. However strongly members of education committees may be secretly influenced by their private knowledge of the political opinions of candidates for office, they dare not in this country openly declare that the prize of a headmastership in a rate-aided school is the reward for party fidelity. Such flagrant intrusion of politics into the sphere of education would be universally condemned.

Respecting Mr. Jenkyn Thomas's controversy with the London Labour Party, however, many things call for inquiry. The resolution to which Mr. Thomas took exception was passed at the recent conference of the London Labour Party, and it ran as follows:

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"This Conference instructs the Executive Committee of the London Labour Party immediately to establish a committee to examine and report on all textbooks in use in L.C.C. schools with a view to replacing those books not regarded as accurate and reliable with books of a more impartial character."

We ask, first: What reason has the London Labour Party to suppose that the books at present in use in the L.C.C. schools are not "accurate and reliable"? Secondly, if they are not "accurate and reliable," how did they get into use in the schools? They are necessarily on the approved list of the L.C.C. Education Committee; they have been accepted by inspectors; they have been chosen by teachers, and there is no suggestion that any of these authorities have found them unsatisfactory. Thirdly, what is the distinction between "accurate" and "reliable"? Are some books, although accurate, not reliable? Are others, although not accurate, yet reliable? Fourthly, if inaccurate and unreliable books are to be removed, how is it that their places are to be taken, not by accurate and reliable books, but by "books of a more impartial character"? What has partiality or impartiality to do with the matter? Here we see the cloven hoof of party. For, finally, what does a party committee know concerning impartiality? Party and impartiality are contradictions in terms. And what claim has any political party to decide what books shall or shall not be used in the schools of the London County Council?

We are not left in doubt as to what the London Labour Party regards as "partiality." For it appears that what its new sub-committee is expected to do is to see that the books used in the L.C.C. schools are "free from capitalistic, patriotic, and militarist taint." The enormity of this proposal will perhaps best be realized if we ask what the London Labour Party itself would have said a year ago if it had been announced that a sub-committee of the Municipal Reform Party was about to examine the textbooks in the schools in order to see that none were in use that showed "a socialistic, anti-patriot, or pacificist taint." Imagine the condition of things, if every time that there is a change in the political character of the London County Council there were to be a clean sweep of the textbooks supposed to be "tainted" of the principles of the defeated minority party!

This attempt to tune the teaching of the schools, and to bring it into harmony with the doctrines of a dominant faction is, unfortunately, not unique. On the Continent, even before the War, such attempts were painfully common. The textbooks of pre-War Germany all sang the praises of the Hohenzollern monarchy; those of Austria-Hungary the benefits of the *Ausgleich*; those of France the merits of republicanism; those of America the advantages of federalism. Since the War the enforcement of unison has been still more stringent. In all too many countries no book that utters a discordant note is tolerated; no teacher who utters dissentient doctrines is allowed to continue to teach. Soviet Russia insists that all education shall be subordinated to the end of producing little communists; Fascist Italy prostitutes education to the mass manufacture of miniature Mussolinis; Nazi Germany has innundated all the literature of the Weimar Republic and imposed upon the schools a new library of Hitleritic propaganda.

The descent from academic freedom to the avenues of political tyranny is lamentably easy, and the London Labour Party has taken the third of the steps. The first step is the comparatively innocent one of the provision of a list of books recommended to teachers, the teachers, however, being left free to go outside the list if they wish to do so. The second step is the making of the list exclusive, so that no teacher may choose a book that is not "approved." The L.C.C. Education Committee, unfortunately, a long time ago took this step, and it has had most unhappy results. On the one hand it has led to the exclusion from the schools of a number of excellent books that many teachers have been anxious to use. On the other hand, it has led to an immense amount of lobbying and intrigue that have sometimes approached perilously near to the borders of educational corruption. The fourth step, that lies not far ahead of the third, is the positive prescription of textbooks. The fifth and last step, which places the last educational authority in the level of Moscow, Rome, and Berlin, is the actual provision of textbooks, the use of which is compulsory.

In London, the post-War period has witnessed a number of menacing efforts to secure control of the textbooks of the elementary schools. These efforts would have been entirely innocuous if it had not been for the existence of that fatal and exclusive list of "approved" works. To get a book on to the list may mean a sale of hundreds of thousands of copies. To fail to get it on may mean the grave impoverishment of both author and publisher. And, apart from pecuniary gain or loss, there is the question of the moulding of the minds and characters of the multitude of children who pass through the schools of the Council. This, undoubtedly, is the prime consideration in the opinion both of the present London Labour Party and of its past exemplars in this matter of "tuning" or revision.

If the proposed assault of the Party upon the L.C.C. educational fortress is successful, the teachers in the L.C.C. schools will find themselves not only prevented (as now) from adopting a number of new books that they would like to adopt, but also compelled to abandon a number of old books to which they are accustomed and against which they have not the slightest objection, and finally constrained to use new books specially prepared and guaranteed "free from capitalistic, patriotic, and militaristic taint."

We sincerely hope that both the educational and the public opinion of the country will emphatically declare itself not only against the ill-advised proposal of the London Labour Party, but also against the maintenance of that exclusive list of "approved books" of the L.C.C., the existence of which alone makes possible these recurrent efforts of non-educational organizations to capture the schools for propagandist purposes.

The choice of textbooks should be left in London, as it is actually left throughout the greater part of the United Kingdom, to the teachers themselves, in consultation with their head teachers, and under the advice of the inspectors of the Council and the Board of Education. Whatever history textbooks are prescribed or approved by an Education Committee, teachers may be trusted to interpret historical events to their pupils in the light of their own knowledge and convictions; and no political party should try to induce them to do otherwise.

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Occasional Notes

School-leaving Age:

SIR KENNETH LEE, a leading cotton industrial, has started a valuable discussion on works schools in the columns of *The Times*. In opening, he remarks that industrialists have been very quiet about the proposal to raise the school-age to 15. It is important, as he says, that those employers who have had experience of part-time continuation education should be heard before the policy of raising the age for full-time education is adopted. For the last sixteen years, his own company has worked a continuation school during work hours for their employees up to the age of 18, and the results are highly satisfactory, the young people being better morally, better disciplined, more interested, more conscientious in their work, better physically and more skilled. Some years ago, Mr. H. A. L. Fisher declared that adolescent education was an unsolved problem in this country, and was one of the most difficult problems with which we had to deal. He considered that every encouragement should be given to works schools. After the publication of Sir Kenneth Lee's letter, several other industrialists contributed accounts of successful part-time continuation education within the works.

Views of Educationists:

EDUCATIONISTS contributing to the discussion were well represented by Mr. A. Abbott, late Chief Inspector of Technical and Continuation Schools, and Dr. F. H. Spencer, late Chief Inspector of Education under the London County Council. Mr. Abbott pleaded for a careful investigation of the relative merits of the two systems of continuing the education of boys and girls beyond the age of 14. This is surely a task he might have undertaken in his official capacity. In Dr. Spencer's view, it is too late to reconsider the policy of prolonging the school-age to 15, on the ground that the newer senior schools provide "advanced elementary" education require a four years' course. He suggests that employers must share the blame with the Board of Education and the local authorities for making Mr. Fisher's Act of 1918 a dead letter. The number of children at school in 1945 compared to 1913 will be reduced by one-third. Truly, as he says, "children are going to be precious." We can well afford to give them a first-rate education. This is common ground; but the question remains, What is the best education?

Sir J. J. Thomson's Opinions.

THAT the question has aroused the widest interest is proved by the emergence from his academic seclusion of one of our most distinguished men of science, Sir J. J. Thomson, Master of Trinity, Cambridge. The question, he says, is one "of outstanding importance for education and for our industries." He believes that productive work—not the mere repetition of one operation—may have a great educational value, due to the interest invoked. "It is wonderful what a difference interest makes to mental development." He illustrates this from his own experience as a mathematical tutor in the case of a student who suddenly discovered that the higher mathematics of collisions between spheres might make him a more expert billiards player! His conclusion is that it would be deplorable if hard-fast regulations made impossible such a valuable experiment as that described by Sir Kenneth Lee.

Open-Air Education.

COLONEL FFLENNELL'S experiment in open-air education at Wytham Abbey, near Oxford, has received the approval of that high authority on public health, Sir Leonard Hill, F.R.S. To the gramophone and wireless and other scientific inventions, the motor coach must be allowed to take its place as an educational agent, the potentialities of which have not yet been fully explored. "The motor coach," says Sir Leonard in his letter to *The Times*, "has even solved the difficulty of town councils building new schools out in the country." One effect, he points out, will be to make children love the country and so contribute to the peasant class, "the backbone of the country." The Oxford experiment should be copied by all great cities. Teachers as well as children would benefit by the sun and open-air treatment and the happy change from city gloom; parents would gladly provide the fare—3d. at Oxford—and the midday meal; and the owners of suitable sites would be offered the opportunity of performing the Emersonian "one stroke of faithful work."

Isolation of Schools.

HOW can public schools resist the dangers of isolation? Mr. Spencer Leeson, Headmaster of Merchant Taylors and Headmaster-elect of Winchester, raised this question at the Public Schoolmasters' Conference held at Harrow. Some of these celibate communities may live from week to week without seeing a strange face or any reflection of the workaday world. How can a public school boy be made to realize the tragedies of a distressed area—the Tyneside, for example, with its idle ships and its thousands of unemployed? As Mr. Spencer Leeson said, a public school is removed from the life of the State, the working of Government, the powers of King, Parliament, and Civil Service, the system of laws and the function of judges. How can this be corrected? It is the duty of every teacher to be alive to 1935 and what is going on in it. Immured in their fortress, public schoolmasters can glory in their ignorance of public affairs, without fear of any correcting rod.

Teachers and Politics.

MR. SPENCER LEESON said nothing so candid as this to his audience of public school teachers. If he had done so, he might have been reminded that a public schoolmaster has recently been dismissed for no other crime than aspiring to membership of the local town council. The case has provoked much discussion and, as usual, there are two sides—the side of the school authorities who do not wish an atmosphere of partisan politics to be introduced into the academic calm of their school; and the side of the master who as a citizen and ratepayer considers he can do some useful public work without interference with his official duties. There is grave danger in withdrawing from national and local politics, many who are well qualified to take their part in this work, and this is one of the strongest aguments against making the teaching profession a part of the Civil Service. Moreover, this severance must tend to increase the "isolation" of public schools which Mr. Spencer Leeson rightly deplores.

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Education for Commerce and Industry.

TO a conference of schoolmasters and college tutors, Sir Francis Goodenough, happily restored to health, expounded the business man's view of education for commerce and industry at Cambridge. He claimed that the same principles applied to selling lemons as to selling locomotives, to selling meat as to selling motor-cars; and that these principles constituted the science, and their application the art, of commerce. Education for commerce and industry would, he thought, lift the nation out of its difficulties to an even greater prestige and prosperity than it had enjoyed in the past. Faith, enthusiasm, co-operation—these are the three requisites. Dr. Cyril Norwood at the same conference stressed the national importance of the 500,000 secondary school scholars. They were more important, he considered, than the 5,000,000 elementary scholars or the 50,000 in public schools. Clearer thinking was needed, he said, about the sort of science taught in schools, which at present consisted in laying a number of insecure foundation stones.

Columbia University:

UNIVERSITIES show an instinctive mistrust to any kind of standardization. We sometimes wish that an agreed form of annual report could be adopted in this country, publishing facts and figures and, in their limits, reflections and forecasts. The annual report of the President of Columbia University, New York, might serve as a model for format and contents. Dr. Nicholas Murray Butler, the distinguished President of the University, in his report for 1934, recalls one of the major tragedies of the revolutionary war—the intellectual divorce of the United States from the Mother Country. Americans were attracted in considerable numbers to German universities such as Göttingen and Tübingen. At Göttingen one may still see carved on the houses in which they lived as students the names of Americans such as Longfellow and William Emerson, brother of the more famous author. This intellectual penetration from Germany has had great effects on the history of university education in the United States. Oxford, especially through its Rhodes scholars, and other English universities are beginning to obtain their due share in this cultural influence.

The Oath for Teachers.

ACADEMIC freedom flourishes in American universities, if we may judge from the freedom with which Dr. Murray Butler expresses his opinions on political questions in his annual report. For example, he condemns the "unwisdom" of the Legislature of the State of New York in compelling teachers to take an oath or affirmation "to support the Constitution of the United States of America and the Constitution of the State of New York." In medieval times, the oath was a powerful instrument, its breach involving ex-communication and severe penalties, even to kings. With the religious sanction removed, the oath has lost much of its value. Dr. Murray Butler reprints the elaborate oaths taken by the governors of King's College when, in the reign of George II in 1754, they accepted their original charter. The new oath for teachers in New York State is simple and direct; but we share Dr. Murray Butler's doubts whether it will serve any useful purpose.

Registration of Teachers.

THE belated autumn issue of the *Education Outlook*, of which Mr. Frank Roscoe is the Honorary Editor, contains an interesting historical account of the movement for the registration of teachers, inaugurated so long ago as 1846 by the College of Preceptors. Registration is now an accomplished fact, but the vexed question of "sanctions," the diapason of the discussions during the past ninety years, is not finally solved. "The time has now come," says the writer of the article, "when the Board and appointing bodies should recognize the existence of the Register and reserve all posts of responsibility in the teaching service for registered teachers." This moderate policy, if adopted, would establish the first "sanction" for registration, making the register and the Teachers Registration Council, with its long list of names numbering nearly a hundred thousand, a real force in educational politics. The *Outlook* announces Lord Gorell's resignation from the chairmanship and pays tribute to his "great skill and unfailing tact." He has served for twelve years and has gained the esteem of all the members of the Council.

Mr. H. G. Wells on Science Teaching.

MR. H. G. WELLS must have been a stimulating teacher of science during the few years he devoted to this work before answering the call of literature. His chief subject was biology, but in the private schools in which he worked, he professed also chemistry, physics, and mathematics; and this wide combination makes his views on science teaching of special interest. In his autobiography, what he has to say about schools and teaching in those days is mostly critical; but he reiterates his profound persuasion "that for successful science teaching the rule should be stimulation and a maximum of available information, with a minimum of prescription." That is truer to-day than in the nineties of last century, for science has vastly widened its scope. Hence it is important that boys and girls should be given a bird's-eye view of the whole panorama. In this way, natural interest may be aroused not only in science in general, but in some special section of the subject.

Intellectual Co-operation and the Government.

IN the League of Nations Union Section of the January Conference of Educational Associations, Prof. Gilbert Murray elaborated his proposal to stimulate League teaching in the schools of other countries (as already so widely carried out in Great Britain) by setting up an international travelling advisory sub-committee of the Committee of Intellectual Co-operation (on the lines of the successful travelling Health Committees). The proposal was unanimously approved, and a resolution passed urging the Government to provide the necessary funds (estimated at between one and two thousand pounds a year). Prof. Murray, after emphasizing the importance and urgency of such international action, justified the appeal to the Government on the grounds that the C.I.C. was the joint creation of Great Britain and France; that the Resolution of the Assembly (in 1924) advocating League teaching in the schools of all countries emanated from the British delegation; that the sub-committee then appointed has ever since had a British chairman; that the response to the Assembly's appeal has been greatest in British schools; that the Dominions are all in favour of the work; that there is to-day an

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increasingly grave danger of failure; that by British initiative alone can the situation be saved; and lastly (incredible as it may seem), that whereas nearly all the great nations and many of the smaller have contributed annually to the funds of the I.I.C., Great Britain has steadily refused to provide a penny piece. In Prof. Murray's closing words: "League education is not merely an intellectual question; it is of direct and vital importance to the future peace of the world."

THE quarrel between the Government and the local authorities in Northern Ireland about an education rate can scarcely be said to have been settled, but it has been patched up for the present. The dispute arose mainly because of the strange financial arrangements which exist between the Governments of Great Britain and Northern Ireland. The latter hands over all its surplus each year to the British Government, which, however, makes no contribution towards a deficit in a lean year. The Northern Government, finding itself unable to make ends meet, imposed an educational rate of 6d. in the pound on local authorities. This was to be increased to 1s. next year. The Belfast Corporation refused point blank to strike the rate. After various negotiations, it has now agreed to submit, and the Government has promised to try to devise some means of avoiding the imposition of the shilling rate next year.

Northern Ireland.

THERE seems to be no doubt that the Irish Free State Government intends to make regulations to ensure that all candidates seeking registration as secondary teachers shall possess such a knowledge of Irish that they will be able to teach subjects through the medium of that language. For the first time there will then be one compulsory subject for registration, and there is little doubt that candidates will devote their energy to acquiring an adequate knowledge of that subject, rather than give their attention, as in the past, to those subjects which they intend to teach. We fear greatly that the older teachers will suffer. Largely increased grants are offered to schools which teach through the medium of Irish. When all young teachers will be able to secure these grants for the schools, and the older men on the staffs, tired by long years of work, stand in the way of the receipt of these grants, can we doubt what will happen? The Government cannot protect the teachers from the result of these conditions. The Irish Free State secondary schools are private institutions.

The Irish Free State.

FOLLOWING on the questions recently asked in Parliament regarding homework in secondary schools, the remarks made by Councillor Aitken at the North of England Conference are distinctly pertinent. Mr. Aitken said that he held the view that the secondary school curriculum was overcrowded. It appeared that students in public schools reached the age of 17 or 18 before taking the examinations which children in secondary schools are expected to take at the age of 16. He very strongly denounced compulsory homework in the schools. "When it is considered that each child in the school works in the morning and afternoon and then homework is given which entails two or three hours' work in the evening, it is purely unreasonable, and a system which calls for that it is not only bad, but viciously bad." He compared this with the time university students devote to their work and contended that homework should be abolished because the strain very often leads to nervous exhaustion. The cause of this pressure was the examination system—in some schools the passing of examinations was the only object. They were beginning to realize that the demand made by business men for a matriculation certificate was a mistake, and the sooner it was altered the better. Councillor Aitken's views will be endorsed by many teachers who feel that preparing pupils for examinations is far from being an educational job, and who are much concerned at the time their pupils have to spend on homework, but he is, however, scarcely correct in his suggestion that the First School Certificate examination is taken at a later age in public schools than in other secondary schools.

Homework.

IN an article contributed to a well-known French weekly of the "left," M. André Maurois says: "L'école anglaise forme moins d'esprits cultivés qu'un lycée français; elle forme des caractères mieux préparés pour la vie nationale d'un pays libre." This opinion has been expressed often before, but it is pleasant to hear it again from one who knows England almost as well as he does his native France. He attributes the failure of the French to deal successfully with the post-War financial crisis to their lack of team spirit. The cleavage between political parties is deeper than in England, hence a national government is more difficult to form, and still more difficult to keep in power long enough to create confidence and bring about that spirit of sacrifice by which a country is rescued from the morass. He blames French schools for not teaching history in such a way as to show that France has become great by the efforts of many generations, that French institutions have grown gradually like a human body, that the nation is a single unit in which the farmers help the manufacturers, the colonies help the mother country, and vice versa. Whether our own historians keep this view sufficiently in mind is a question each should ask himself. At least we can say that in moments of dangerous crisis we do know how to subordinate our private interests to the welfare of the nation as a whole.

French and English.

THE writer of an article in *The Times Educational Supplement* entitled "How many can we teach at once?" deals sensibly with this difficult question. Originally the board schools of London were designed for classes of sixty. The existence of these schools, solidly built, as though representing the last word in school architecture, complicates the London problem. The Board of Education has declared that as a general rule senior classes in primary schools should not exceed forty in number. The writer of the article infers that a larger class of younger children is permissible, and expresses his hope that one of His Majesty's Inspectors will demonstrate how to teach a class of more than forty. Lessons in the nature of general talks can be given to even larger classes by teachers able to hold the attention of children, and for such purposes classes may be joined together. More effort should be taken to discover the teachers possessing this rare gift and to use their services while other teachers are attending to smaller groups. Varying the size of classes according to the nature of the work appears to be a helpful suggestion.

Size of Classes.

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PROF. R. H. TAWNEY delivered a thoughtful presidential address at the annual conference of the Workers' Educational Association. He said that when he compared the conditions during the earlier years of the Association's history with those existing to-day, he was inclined to say that one difference between them was that more persons wanted education now than did then, but that they wanted less of it. A whole series of causes, including the mere multiplication of educational agencies, had broadened the stream of demand without proportionately increasing its depth. The nucleus of serious students remained, but it increased less rapidly than the surrounding fringe which was reluctant to waste time on fundamentals. To lower standards was a futile solution, because if educationists lowered their standards to compete with agencies which had none, they would always be outbidden. He had never known any good come of endeavouring to attract adherents by protesting that they would make no exacting demands upon them. In England almost all educational institutions had had their origin not merely in zeal to pursue knowledge, but in the desire of particular social groups to do so in the light of some distinctive conception of society and human life. The W.E.A. was no exception. Its mission was to serve the working-class movement, not by propaganda, but by offering its members the educational opportunities which were one condition of its progress, and by creating a public opinion impatient of educational privilege and determined to end it. We are glad to note from the report that progress is being made in the realization of these ideals.

The W.E.A. Conference.

WE gladly direct attention to the report of an investigation recently carried out by the Economic History Society into the teaching of economic history in schools—elementary, central and secondary. The method of the questionnaire was adopted, and certain sample areas were selected as the field of inquiry. One general conclusion reached by the Committee is that, up to the age of 15 plus, separate courses in economic history are not desirable, the ideal method being an interweaving of all affairs, "social, economic, constitutional, political-domestic, diplomatic, military, 'cultural,' &c.," national divisions being employed "as a means of interpreting differences in the unfolding of an international story." The Committee recognizes that teachers who agree that more economic history should be introduced into general history are faced by two impediments—the unsuitability of available textbooks, and the fact that in secondary schools teachers are "the prisoners of the examination syllabus." On the latter point the Committee asserts that "examiners will not alter the scope of their papers, or desist from detailed and obscure questions on small points of military and diplomatic history, until they are convinced that the outlook of teachers, textbook writers and candidates is changing." We agree with the Committee's implication that an examination paper is the wrong place in which to display originality. Yet we think that even an examiner may do something to encourage the right kind of teaching. But, of course, the whole trouble is that even the best of teachers is "the prisoner of the examination syllabus." The report ought to be read by all teachers of history. It is reprinted from the *Economic History Review* as a pamphlet, and is published by Messrs. A. &. C. Black.

Economic History in Schools.

THE inaugural address of this Institute was delivered at the University of Liverpool on October 9 last by Prof. E. Allison Peers, who has done more than any other for the development of the learning of Spanish in England. Before the War, this language was almost entirely neglected in our schools and colleges. Now, the number learning it is in the proportion of one for every ninety who learn French. This proportion is far too small when we consider that Spanish is the mother-tongue of more people in the world than any other except our own. And if the position of Spanish is bad, that of Portuguese, Catalan, and Basque is worse. To remedy this defect, the first step should be to increase the number of secondary schools which would offer Spanish as an alternative to French. This would automatically increase the number of students at the universities, for more teachers would be needed. French, for obvious reasons must always remain the favourite language, but there is no reason why Spanish should not equal, or even surpass, German as the second modern language. For commercial purposes it is much more necessary, and its literature can compare favourably with German. A boy with a knowledge of Spanish is much more likely to obtain a commercial post than one who knows German. And yet at the School Certificate 55,890 offered French, 4,666 German, and only 793 Spanish. The purpose of the Institute is to co-ordinate all activities in favour of Spanish and to spread the desire for learning it. Its need is obvious and the Modern Language Association has already done much to further these objecs.

The Institute of Hispanic Studies.

IN a broadcast talk, Mr. A. N. Skelton, M.P., Under-Secretary of State for Scotland, discussed the advantage of dairy-farming in particular and to the country in general of the plan for providing cheap milk to Scottish children. He pointed out that in the area covered by the Scottish Milk Scheme there were 713,077 school children who were eligible to take advantage of the plan for the provision of cheap milk. If every child took one-third of a pint that would mean a total extra yearly consumption of almost six million gallons. If the scheme led to a much increased consumption in Scottish households generally, then, of course, even greater benefits would follow. At the present moment the daily consumption per head of the population is about one-third of a pint. If this could be increased to at least half a pint, the whole of the milk at present relegated to manufacturing processes would be used as fresh liquid milk. Half a pint a head was not at all excessive. There were counties where the consumption was more than that. If that standard of consumption were reached it would completely revolutionize the present position. The whole production would then be used for human purposes and the existing difficulties of the industry would be at an end. In connexion with the scheme a peculiar position has arisen in Glasgow. There the Medical Officer, Dr. Macgregor, is insisting that tubercle-free milk must, like ordinary milk, be pasteurised before he will allow it to be delivered to the schools. This has caused a feeling of dismay among the farmers. Dr. Macgregor's attitude is

The School Milk Scheme in Scotland.

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probably explained by his anxiety to safeguard from infection a supply drawn from a variety of farms and depots.

Lenzie Academy.

AN interesting, but somewhat mysterious situation, has arisen in connexion with Lenzie Academy. The Education Committee of Dumbartonshire recently transferred the Rector to a subordinate position in another school without offering any clear explanation of its reasons for the transfer, and it immediately set about to choose a successor. The Rector sought to interdict the Committee, but the judge refused to interdict, and expressed the hope that the Committee would not complicate the issue by proceeding to an immediate appointment. The Committee issued a statement to the Press in which it alleged, among other things, that the organization of the school was unsatisfactory; that the Government reports were unfavourable; that the Rector discriminated unfairly against Latin and Science; and that he should bias an unreasonable prejudice in dealing with his teachers. In the meantime the pupils have gone on strike and the Parents' Association has organized classes in private houses so that the work may not suffer. The staff has expressed its sympathy with the Rector, and published extracts from the Government reports flatly contradicting the Committee's charge of inefficiency. It is clear that the Rector enjoys the support of the parents, the pupils, and the staff, and public meetings have been held in order to induce the Committee to review its decision. The case is one of particular interest to Scottish teachers, who maintain that the Headmaster's degradation is in effect equivalent to a dismissal, and that the Educational Institute is lending its support in order to have the case fully and fairly considered.

New and Better Schools.

DR. SPENCER, formerly Chief Inspector to the L.C.C., has contributed a striking article to our contemporary, *The Times Educational Supplement*, in which he advocates a bold policy of rebuilding and reconstructing school premises. He bases his arguments on three factors. The first is the fall in the child population, which will result in 1948 in there being only two children for every three in 1913. The second is the desirability of making the best possible provision for the great mass of the Nation's children as contrasted with the cultivation of the finest facilities for an *élite*. The third is the notoriously unhygienic and unpleasant conditions that exist in so many of our older primary schools. The decline in the number of pupils will make reconstruction and expansion possible in premises that are now cramped. Once again, if the maxim is accepted that an increase in quality makes up for any increase in numbers, it follows automatically that we should provide the best possible conditions for the great majority of children instead of only for the few favoured by birth, good home conditions, and inherited intelligence. Lastly, it is obvious to the most casual observer that the bulk of our primary school premises are out of date, lacking in comfort, and devoid of normal facilities for physical recreation. We have so often in these Notes referred to the clamant need for improving the Nation's schools that we heartily endorse the fine plea made by one of Dr. Spencer's wide experience and vision; as he truly says, our superabundant money capital could be put to no better use than that which he advocates.

School Amenities.

THE amenities of the elementary school have, in Dr. Spencer's opinion, fallen well behind the general standard of living. He cites the bad ventilation, inadequate lighting, dismal schemes of decoration, old-fashioned and crude sanitary accommodation of many schools, the ineffective facilities for craft work, and the depressing and ugly environment which surrounds so many of our primary school children from 9 a.m. to 4 p.m. on every school day. This may seem far-fetched, but not to those who know the schools. One has only to glance from the train on its way from any of the great London termini to see how the external condition, at least, of many schools amply justifies Dr. Spencer's strictures. Some of them are as forbidding in appearance as a Victorian prison or old-fashioned factory. When one thinks of the visions of a finer civilization that have been pictured so long ago by William Morris, and in our day by Wells, the condition of our older elementary schools is a sorry reflection on our civilization. It is true that we can see in our newer suburbs all over the country school buildings that are pleasing and healthy, but they are a small minority of the total, and their excellence should fill us not with complacency but with a keen determination to proceed with the reconstruction of the great majority of schools. Whether we do this by a five-year plan is immaterial: capital is available for the purpose, and the use of it in this way will be of the highest benefit socially and educationally.

The B. of E. Certificate.

THE Rev. Dr. A. W. Harrison, Principal of Westminster Training College, makes a pungent attack on the teachers' Certificate examination in the columns of the *Teachers' World*. He says that it has passed from homogeneity to heterogeneity. Since 1929 it has been conducted by thirteen different boards, each of which represents training colleges grouped round a university or university college. Last year these differed among themselves to the extent of two months as to the date when their respective examination results were known, and the earliest group had to wait until the last group was ready before the London list could be published. Dr. Harrison also complains of the danger of handing over the examination to theorists who prefer working out percentages to considering whether a teacher is fit to go into the schools to teach his subject or not, and he does not like the "semi-internal" nature of the examination—"a hybrid which combines the vices of both systems and the virtues of neither." However, the universities are not failing more candidates than the Board used to do. Still, the question remains whether the qualification for a teacher should be decided by examination at all—it should be possible to prevent unlikely people from ever entering the training college. Much interest has been aroused by the article, as is evident from the comments of a number of leading educationists, some of whom fear that the examination fetters which bind the secondary schools will be fastened on the training colleges.

The Spring Term of the Week-end Course of Dramatic Production, organized by the Little Theatre, Citizen House, Bath, for all who are interested in dramatic art or in social and educational drama, will open at the Everyman Theatre, Hampstead, on Sunday, February 10, 1935. Acting parts are guaranteed all members, if desired, and public performances of every type of classic and modern plays are given at the close of the Course.

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The Art of Public Speaking

By F. J. C. HEARNSHAW, Litt.D., LL.D., Emeritus Professor of History in the University of London

I

THE art of public speaking is a lost and forgotten one. To say this is not to say that there are no respectable orators to-day. In every age there are men who have a natural gift of eloquence. Like skylarks, jackdaws, or parrots they spontaneously pour forth their souls in "profuse strains of unpremeditated art." Such at the present time, for example, are Mr. Lloyd George and Mr. Winston Churchill. For the most part the orators still living and vocal among us date from Victorian days. It is the Edwardians, and still more the Georgians, among whom the art of public speaking has been allowed to languish, and whose natural gifts of oratory (if they have them) are permitted to stagnate undeveloped. The modern intellectual young man, if called upon to speak, tends to lounge on to the platform in any sort of undress, to lean up against anything or any one that he finds conveniently situated, to mumble anyhow any kind of incoherent sentiment that occurs to him and, having mumbled it, to slouch away into the vacuity whence he emerged. The general standard of both platform and pulpit oratory is lamentably lower to-day than it was a generation ago. Rare, indeed, is it now to see audiences moved as they used to be in the times of Gladstone and Disraeli, Bright and Randolph Churchill, Joseph Chamberlain and Keir Hardie. As to parliamentary oratory, that is a thing wholly of the past. Speeches in the House of Commons no longer influence votes; they are barely noticed in the Press; few people read them; they tend to become the baldest statements of irreducible facts and figures.

II

If we ask why the art of public speaking is neglected and forgotten, the answer, I think, is twofold. On the one hand, the habit of reading has spread so widely that people generally look to the newspapers to provide them with the information and the arguments that used to be conveyed to them in public meetings. On the other hand, expanding education has made them less susceptible to the emotional appeal of oratory, so that they are disposed to laugh at strains of eloquence which caused their less sophisticated ancestors to glow as with fire. Nevertheless, something is lost. The printed page does not fill the place of the living voice. It may equally well, or even more effectively, inform the mind. But it cannot in the same way stir the feelings; still less can it convey imperative commands to the will. It remains true to-day, and will probably always remain true, that no great cause can be carried forward to victory save by means of the direct appeal of the human voice—the personal contact of man with man. Probably one of the strongest bonds of international understanding and amity in the future will be the broadcast voices of the leading statesmen of the world.

III

In olden days the importance of the art of public speaking was fully recognized, and oratory was assiduously cultivated. We know something of the processes by means of which among the Greeks men like Pericles, Demosthenes, and Isocrates, attained that perfect mastery of elocution which enabled them to play upon the vast audiences of their fellow-citizens as a master-musician plays upon his instrument. Still more intimately do we know how the art of oratory was fostered by the Romans; for the writings of Cicero, Quintilian, and others let us into the secret. The training was enormous, and we should probably think excessive, in its detail and formality. But its very magnitude and laboriousness clearly indicate that oratory constituted the prime qualification for the man who aspired to public life among the citizens of Rome. Even in the Middle Ages, rhetoric and dialectic held a prominent place in clerical education. In more modern times, and particularly in the eighteenth century, eloquence, framed on classical models, was diligently pursued and acquired. Bolingbroke and Chatham; Pitt and Fox; Flood and Grattan, are outstanding examples of men who toilfully cultivated the art of public speaking and made themselves masters of its secrets.

IV

We may freely admit that the secrets of successful oratory differ from age to age. Audiences to-day would probably refuse to listen to the declamations of Bolingbroke or Fox. They would certainly regard as insufferably boring the two-hours-long memoriter lectures of Morley Punshon, or Boyd Carpenter, with their recurring climaxes of semi-poetical diction. Nevertheless, although the speaking of to-day would have to be shorter, simpler, and less ornate than that which charmed our fathers, there is still room for oratory, and there are still countless audiences that would respond gratefully to speakers who would take the trouble to make themselves efficient.

If it be asked what are the essentials of efficiency in this art of public speaking, I would venture to reply that they do *not* include a good many things on which the old manuals of elocution used to lay great stress, *e.g.* ways of standing, modes of breathing, rules of gestures, and details of that order. Much of the advice given under these heads was no doubt good and sensible. But it had this defect, that those who studied it and tried to put it into practice found themselves so much occupied with themselves and their own behaviour that they had no time to think of the persons they were addressing or the subject about which they were supposed to be speaking. Hence they became mere automata, performing elocutionists, utterly ineffective and usually supremely ridiculous. As a matter of fact, each speaker has his own personality and individuality. No two speakers will set to work in precisely the same manner. The charm and efficacy of public speech depend very largely on allowing the natural gifts of the orator to display themselves both in the arrangement of his material and in his mode of delivery. All the same, a few general remarks can be usefully made concerning those things that are fundamental in any view of the art of oratory.

V

Any one who wishes to make a study of the art of public speaking should, I think, concentrate his attention on the following five essentials, namely, first, the choice of subject; secondly, the collection of material relating to it; thirdly, the arrangement of his material; fourthly, the composition of his speech or address; and, finally, the mode of its delivery.

(1) *The Choice of Subject.* It is not necessary for a speaker to know a great deal respecting the subject of his discourse. The object of the spoken word is not to convey information so much as to stimulate interest, stir emotion, determine the will. Two illustrations. A couple of elderly Irishwomen attended the cathedral at Tuam when the archbishop preached on marriage. 'Twas a lovely sermon his lordship preached on matrimony,' said one to the other as they came away. 'It was,' replied the first, 'beautiful!' and then she added pathetically, 'I wish I knew as little of the subject as his lordship does.' On the other side of the British Isles, in an Essex fishing village, a Methodist local preacher touched his congregation as they had rarely been touched before. The subject of his fascinating discourse was Luke xix. 21 which he read as 'Thou art an oyster man.' His comparison of the cultivation of souls to the breeding of bivalves came home to his hearers with irresistible force. Paucity of knowledge may be a

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dangerous thing in the practice of law and medicine, but it is excusable in theology, permissible in politics, and (it appears) positively desirable in respect of matrimony. But if profound knowledge is not essential to the making of an effective speech, it *is* essential that the speaker should be interested in his theme and that he should know enough about it to excite interest in his hearers. Hence before he holds forth it is imperative that he should carefully collect materials for his discourse.

(2) *Collection of Material.* The material for speeches commonly comes from two sources, namely, first, internal, *i.e.* thought; and secondly, external, *i.e.* reading and conversation. Of these, thought is the more important. A prospective speaker should ponder his subject by day until he dreams about it at night. In order that his passing thoughts may not vanish away and be lost, he should always have at hand a notebook and pencil, so that he may jot them down as soon as they occur. Similarly in respect of his reading, every striking point or memorable phrase should be at once transferred to paper and stored away for reference. When sufficient material has been gathered, then comes the next task, namely,

(3) *Arrangement of Material.* The utmost care should be taken to frame an outline of the discourse. It should be at once logical and complete. That is to say, it should cover the whole subject of the discourse, and it should proceed from point to point in a natural and readily intelligible order. It should be so constructed that the audience can without difficulty follow the line of the speaker's thought. When the outline is made, the collected materials should be sorted out and classified under the various headings and sub-headings of the outline. Not infrequently, of course, the outline will have to be modified and amended in the process, in order to make room for points that may have been overlooked in the preliminary stage. It is important, however, not to overload the discourse. Young speakers, in particular, tend to put in too much. The amount of solid matter that an audience can carry away in their heads is not great. The outline is all that the speaker should take with him on to the platform.

(4) *Composition of the Speech or Address.* A speech or address should on no account be read. A manuscript presents an almost insurmountable barrier between a speaker and his auditors. Hence if a speaker writes his speech, he should leave his manuscript behind him when he goes to face his fellows. And if he should not read his speech, still less should he memorize it. A memorized speech, which cannot be adapted or modified to fit the occasion, becomes a mere recitation devoid of emotional appeal and compelling force. What a speaker should aim at is the acquisition of a vocabulary adequate to all the calls that he may make upon it. A man who has a command of words may safely leave to the inspiration of the moment the exact form in which his thoughts will find expression. A would-be speaker should therefore incessantly and diligently study his mother tongue. Most people struggle through life semi-inarticulate because of their inability to use nine-tenths of the words that exist in the richest and fullest tongue that the world has ever known—the English language. A would-be speaker should, therefore, study the classics of his mother tongue, with a dictionary always at his side. He should thus enlarge his vocabulary and he should at the same time gain an increasingly subtle sense of the exact meaning and significance of the words he employs. He will then instinctively avoid such mixture of metaphors as those which distinguished the discourses of the famous Sir Boyle Roche, *e.g.* "Down the untrodden paths of the future I can discern the hidden footprints of an unseen hand."

(5) *Mode of Delivery.* The old manuals on elocution were full of minute directions as to the attitude, gesture, enunciation, and so on. But, as I have already remarked, a too careful attention to these directions is fatal to natural and effective oratory. Let each speaker develop his own style. An instinctive sense of propriety, however, should teach him to dress neatly, to stand upright, to speak audibly and not too fast, to cultivate clarity of statement, and to aim at conciseness and brevity. Long experience in the arrangement of courses of lectures and in the listening to lectures has taught me that 7,000 words an hour (or about 120 a minute) is the maximum for effective delivery, and moreover that an hour is the utmost that a normal audience can stand. A speaker should keep his head well up, and should deliberately address his remarks to the persons seated in the back row of his audience.

I will close with two stories illustrating these points. The first relates to audibility. A parliamentary candidate had to speak in a large hall for the first time. He went to the hall some time before the hour of the meeting, found the caretaker, and asked him to go to the top corner of the gallery. Then from the platform he raised his voice and said: "I am asking you, my man, if you would care to have half-a-crown. Can you hear me?" Loud and clear came the reply from the gallery: "Yes, sir, I can hear very fair; but I could hear you better if you made it five bob!" The second story relates to brevity. A bishop delivering an address, greatly exceeded the limits of his time. When at length the chairman, who had become desperate, intervened to stop the flow of episcopal eloquence, the bishop humbly apologized, explaining that he had left his watch at home. The chairman, only half mollified, replied: "What your lordship needs, I think, is not a watch but a calendar."

As a model of terseness may I commend the schoolgirl's summary of the story of Elisha and the mocking children. It ran as follows: "Elisha had a bear, and the children mocked him, and he said, 'If you mock me I will set my bear upon you and it will eat you up.' And they *did*, and *he* did, and IT DID."

Prize Essay Competition

ENGLISH COMPOSITION

The Editors offer the following prizes for the best essays written in English by boys or girls attending secondary schools in Great Britain or Ireland. For Senior Candidates 14 years of age and over, two prizes, a first and a second, in books to be chosen by the successful competitors to the value of £1 1s. and 15s. respectively: for Junior Candidates, under 14 years of age, two prizes, a first and a second, in books to the value of 15s. and 10s. respectively. Not more than three essays should be sent in from one department of a school (Junior and Senior), the selection at this stage being made by the form-masters or mistresses concerned. If more than the prescribed number are presented the names of the candidates will be arranged alphabetically, and those in excess of three Seniors and three Juniors will not be considered. The final awards will be made by the Editors, whose decision shall be final.

ESSAYS FOR THIS COMPETITION ARE DUE ON MARCH 6, 1935.

On the outside cover of the essay should be written:

1. The Candidate's full name in block letters.
2. The Candidate's age last birthday;
3. The name and address of the Candidate's school;
4. A declaration signed by the head of the school that the essay is the *bona fide* unaided work of the Candidate and that the age stated is correct.

On the top left-hand corner of the envelope containing the essay (or essays) should be written "Essay," and it should be posted to:

MR. WILLIAM RICE,
The Journal of Education,
Three Ludgate Broadway, London, E.C. 4.

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Education should be Thrilling

By F. H. Hayward D.Litt., M.A., B.Sc., Founder of the Celebration Fellowship

(Contributed through an interviewer)

"I NEVER knew Shakespeare was like that," said a girl weeping over the death of her first Hamlet. She had known the play only as a boring collection of footnotes and contexts. Unfortunately, many people regard education as a class-room affair. They think that if a child is not sitting at a desk with a book before him, he is not learning. This means that a whole world of emotions and sensibilities is being neglected.

Some may reply that the aim of education is not to rouse the child's emotions, but to develop his reasoning power so that he will test and question every experience life offers. This is a lofty ambition, but few children have the opportunity or ability to develop a scientific spirit. On the other hand, each child is born fully equipped with emotions, and if the teacher does not direct these, will fall a prey in after life to every cheap mass appeal. If the Germans had been an emotionally educated people Hitler would have failed. Mass hysteria is partly at least the result of incomplete emotional education.

" But," the teacher will ask, " how can I use emotion in the cause of education ? " The question is really, how can you leave it out ? Without enthusiasm, learning is useless and soon forgotten. Take, for example, the average L.C.C. schoolboy's knowledge of history. He can tell you that Alfred burnt the cakes, that Elizabeth was a virgin queen, that Cromwell had a wart and cut off King Charles's head ; but of the significance of these figures he knows nothing. How can he be led to know more ? The answer, I think, is through school celebrations. For those who have never attended one, let me explain that a Celebration is an almost religious attempt to organize inspiration around some central theme, such as the lives and works of great men, The League of Nations, citizenship, science, or any other subject on which the teacher wishes to educate the emotions and arouse enthusiasm. No doubt an army of inspired teachers could manage without celebrations, but how many teachers are inspired ?

The Celebration should be a red-letter day, bringing a break in the class-room routine and calling the whole school together. It makes use of music, drama, art and poetry to work up the emotional temperature. As a result, much sheer information should be conveyed in a way that makes it lastingly memorable. Facts suffused with emotion become part of ourselves in a way that cold facts never can. Let us take, for example, the Celebration of India that has been performed several times to adult audiences but has not yet been done in a school owing to the difficulties of the crowded curriculum. Now the average child's knowledge of India is confined to a few history and geography lessons in which Clive and the Black Hole of Calcutta and the Ganges figure prominently. The Celebration aims at giving a truer picture.

When the child enters the school hall, he sees examples of Indian art and a list of India's great men and women inscribed on cards and shields. After Indian music has been played, the Director of the Celebration declaims Walt Whitman's lines on India, interspersed by recitations from Matthew Arnold and Kipling by another speaker. Short discourses on Indian history, including the lives of Asoka, the Buddhist Emperor, Vikramaditya, the Hindu Emperor, and Akbar, the Mogul Emperor are given, mingled with Indian songs and the reading of the story of Rama and Sita from the Ramayana and of other short passages illustrating Indian life, the good and bad sides of caste, the heroism of Indian women, the building of the Taj-Mahal, and so on. There is a final discourse on the relationship of India and Europe ; all sing the hymn " May East no more disdain the West " and the Director declaims praises of India to chords of music. The effect of such a ceremony suitably adapted, would be considerable even if a child could not understand every word of it.

The large impression and the bird's-eye view are perforce neglected in ordinary class-room teaching where one tiny portion of a subject has to be learnt thoroughly, which often means " narrowly." It happens that in this way truth is often unintentionally distorted. For example, those children who learn only English history form a disproportionate idea of their country's contribution to world civilization ; while again, children who learn nothing of the beginnings of life on this globe, cannot get mankind into focus. All such shortcomings can be corrected by celebrations and the right impression given. In addition, every child should take away a printed programme of the celebration to re-enforce the impression he has gained.

The average British citizen is totally lacking in a philosophy of life. He has no definite ideas, only vague feelings and prejudices good and bad. He has no standard of values by which to measure conduct, and yet he is called on to play his part in the complicated democratic machine. If we do not wish to see that machine thrown on the scrap heap we must take care that the citizen of the future is better equipped. What we need is a comprehensive system of spiritual culture. This the celebrations can in considerable measure supply. Owing to the need for it to be absolutely neutral, religious teaching in the schools is often lacking in fire and enthusiasm. Inspirational methods can supply this defect without trespassing on the ground of any sect.

Once it was held that every virtue could be taught indirectly through the ordinary school curriculum, that mathematics automatically made for logical and accurate thinking, science for observation and passionate curiosity, and games for unselfishness and citizenship. Actually, it has been proved again and again that a knowledge of geometry only makes a boy logical so far as geometry is concerned, that scientists outside their laboratories are the most unobservant of men, and that the petty patriotism of of playing for the school does not teach the larger loyalty to mankind or even to our own country. As Shaw put it, " no one learns to do one thing by doing something else." We must therefore have direct education for citizenship and all the other virtues, and this, I maintain, can only be effectively done by an appeal to the emotions, so that a right attitude becomes the natural emotional reaction.

Only a few schools have so far adopted celebrations. As things are there is not time for many, probably five a year at most, and many teachers still believe that anything that cannot be learnt and examined on is useless, and that powerful and massive impressions are of no importance. Now, every school should aim at two different sets of results from its teaching ; measurable results, such as an inspector can assess by talking to a child and imposing tests ; and imponderable results such as can perhaps be guessed at from the school atmosphere and which will make themselves felt in the public taste and intelligence some ten or twenty years later. Imponderability is not another word for sloppiness but is, partly at least, a definition of inspiration. A community that has been emotionally trained to reverence all great and good things will be essentially more intelligent than a community that lacks this training. If we are to become an educated nation we must not be afraid or ashamed of thrilling and moving our children.

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Death Duties and the Teacher

By a SOLICITOR

EXCESSIVE taxation has made every teacher familiar with income tax, but when we turn to another source of taxation, namely, the death duties, we find that the ideas of most people are rather hazy. In the space of a few lines, therefore, I wish to explain something about the death duties and how they may affect the teaching profession.

To-day, there are three distinct death duties payable —estate duty, legacy duty, and succession duty; and of these, by far the most important is estate duty, which is payable in respect of the estate of nearly every person who dies. If the amount of a teacher's estate, after deducting funeral expenses and other debts, is under £100, no estate duty is payable. If the value of the estate is between £100 and £300 gross, the fixed estate duty of £1 10s. is payable; if between £300 and £500 gross, the duty is £2 10s. The word "gross" means that in these cases, no deductions are permitted for funeral expenses or other debts due by the deceased person. If the amount of the estate is over £500 gross—and this is the type of case I wish to discuss—estate duty is charged on the net value of the estate, *i.e.* on the value of what the deceased person possessed under deduction of his debts.

To illustrate how the duty operates, let us imagine that a teacher dies survived by a wife only and leaving a will under which all his property passes to her. This is how the death duties would be settled.

A list would be prepared showing the total assets belonging to the deceased. Let us assume that the estate consists of cash in the house, cash in the bank, two policies of insurance on the deceased's life, and 400 Savings Certificates. We will assume that he also owned his dwelling-house and the furniture. The next step would be to ascertain from the insurance company the exact sums payable under the policies; get the bank book balanced as at the date of death and obtain from the money order department of the Post Office the exact values of the Savings Certificates. The question of the value of the freehold dwelling-house may be settled by communicating with the district valuer of the Inland Revenue who will probably inspect the property and agree to a figure.

The amount of the deathbed and funeral expenses and the other debts due by the deceased teacher are then ascertained. A reasonable sum may be deducted for the widow's mournings, but the expense of a tombstone does not form a good deduction for estate duty purposes.

We will assume that the value of the assets excluding the dwelling-house, was £3,000, and that the house was valued by the official valuer at £1,000, but was subject to a mortgage of £500. The amount of the funeral expenses and other debts was, say, £100. Subtracting the debts from the assets, we find that the value of the estate is £3,400. In addition, there falls to be added to this the amount of any capital sum payable under the Superannuation Acts. (The amount in question is liable to estate duty because it represents an obligatory payment on the part of the authority, unlike the gratuity of a Civil Servant which is payable at the discretion of the Crown.)

We will assume, therefore, that the total value of the estate is £4,000. Where the net value of the estate is over £500 but under £1,000, estate duty is payable at the rate of 2 per cent; over £1,000 but under £5,000, 3 per cent; over £5,000 but under £10,000, 4 per cent, and so on—the rate of duty increasing with the amount of the estate. Returning to our example, the rate applicable to £4,000 is 3 per cent, which involves the payment of £120 of estate duty, plus interest thereon from the date of death. It is worth while remembering that the duty on the dwelling-house may be paid by eight yearly or sixteen half-yearly instalments—an important concession if there should be a shortage of cash at the date of death.

Having ascertained these facts, the next step would be to obtain two copies of the form of Inland Revenue Affidavit. Using one copy as a draft, a full description of each item of the deceased's estate is entered. When everything is in order, a fresh copy is written out and signed by the widow in the presence of a justice of the peace or commissioner for oaths.

The remaining procedure is very simple. The Affidavit is sent to the Estate Duty Office, London, for assessment of the duty, and after the duty has been paid, the stamped document is returned which enables the widow to obtain Probate. Probate is her authority to deal with the estate.

As a general rule, it is advisable to employ a solicitor to attend to the above matters.

Considerable sums of money escape the payment of death duties through the deceased person having given away his estate before his death. To escape the charge, however, the donor must survive the date of the gift for three years. Thus, if a teacher gifted £1,000 to his son on August 1, 1931, and then died on August 1, 1933, the whole sum would be liable to estate duty, as the gift was made within three years of the date of death.

In conclusion, it may be of interest to say that originally, there were only twelve rates of estate duty, the highest of which was 8 per cent. To-day, in this tax-ridden age, there are thirty-three rates ranging from 1 to 50 per cent, the latter rate being payable where the value of the estate is over £2,000,000.

Legacy and succession duty would not be payable in the example I have discussed. If a teacher left his whole estate to his widow and children, these two additional duties would only be payable if the value of the estate exceeded £15,000. In the case of the death of a bachelor or spinster, however, leaving no parents or grandparents, legacy or succession duty would be payable if the net value of the estate exceeded £1,000. The present rates of legacy and succession duty are 1, 5, and 10 per cent, the rate depending on the blood relationship which existed between the deceased person and the legatee.

THE JOINT FOUR.—The Report of the Joint Committee of the Four Secondary Associations for 1934 contains a number of items of considerable educational interest. Much attention has been devoted to a survey of the examination papers set at London University School Examinations. Criticisms and comments were received from the schools, and, though in general many of the papers appeared satisfactory, attention was called to a number of mistakes and departures from the syllabus, from which it seems to be evident that all who set examination papers ought to keep in close and constant touch with the teaching profession. The Report of the Congress of the Bureau International held at Rome indicates that the delegates from this country pulled their full weight, and that in the discussion of the relation between education and the State, the Fascist point of view did not go unchallenged. Action has been taken in furtherance of the demand for the restoration of salaries to their proper level, and negotiations, which are still proceeding, have taken place on the conditional offer of the Government regarding the pensions of teachers affected by the cut. As regards tenure, it has been found that some agreements do not contain a clause allowing the right of appeal, and this matter is being taken up with the authorities concerned. It is noteworthy that all the constituent associations have expressed themselves in favour of a regulation whereby the head of a grant-aided secondary school would have to be a registered teacher.

* * *

Two promising lectures are announced by the Child Study Society, London. The first on "Choosing a Career" is to be delivered at the National Institute of Industrial Psychology, Aldwych House, W.C.2, with demonstrations by Mr. A. Rodger on February 7, at 6 p.m. Mr. A. G. Hughes, of the L.C.C. Inspectorate, will give the second lecture—"Junior Scholarship Examination"—at the Ben Uri Gallery, Woburn House, Upper Woburn Place, W.C. 1, on February 28, at 6 p.m.

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Tenure in Secondary Schools

By A. GRAY JONES, M.A., B.Litt.

(Continued)

HOW REFORMS CAN BE EFFECTED

Schemes

WE have seen that insecurity of tenure exists and that provision for an appeal to the Governors is not always a sufficient safeguard. We must next consider what reforms are necessary and how they can be effected. Clearly these reforms should be on the lines of more adequate machinery for inquiring into proposed dismissals—possibly some kind of court of inquiry or appeal tribunal. They should also guarantee that no proposal for dismissal will ever be lightly made or made unknown to the master concerned.

A series of constructive suggestions on these lines will be put forward presently, but before doing so something must be said about one particular method of improving conditions of tenure. I refer to the procedure whereby many secondary schools are administered under schemes of various types. Many of these schemes require modification nowadays, for they were framed in the period 1908–14, shortly after the Endowed Schools Act of 1908 was passed. Since that time, conditions have changed because many endowed schools have had to seek financial aid from local authorities, as otherwise salaries according to the Burnham scale could not be paid nor could modern buildings and equipment be provided.

Moreover, as has been emphasized, the administration of English and Welsh secondary schools has developed in a haphazard fashion, and since precise regulation and centralized control are foreign to our political philosophy, we must expect that any modification of schemes will depend a good deal on the chance of events and be influenced largely by the ideas of those who draft new schemes. We cannot expect that the Board of Education will itself propose modifications to schemes; the Board always leaves the initiative to local bodies. Accordingly, so far as security of tenure is concerned, it is vital that every new draft scheme for a secondary school shall be closely examined and efforts made to provide amendments that will ensure greater security of tenure.

The "Model" Scheme in Wales

This point has been strikingly illustrated by the history of a "model" scheme for secondary schools that has been adopted in parts of Wales during the period 1930–4. This scheme provides a sufficient warning and deserves close examination, since it is generally recognized now that Wales is the testing ground for various administrative measures because it includes in its borders a group of local authorities of all types exemplifying diverse conditions.

In 1929 a Joint Committee was formed in Wales by the University, the Central Welsh Board and the Federation of Welsh Education Committees to consider problems of post-primary education. As its first task, the Committee cheerfully set to work to devise a model scheme for the administration of Welsh secondary schools, a necessary task in view of the lack of co-ordination in the administration of the schools founded under the Welsh Intermediate Education Act of 1889 and those developed under the 1902 and 1921 Acts.

Feeling in need of the advice of teachers, the Committee co-opted six, of whom five were members of the National Union of Teachers. (Three of these were primary school teachers, two being members of the N.U.T. Executive Committee.) The Associations of Assistant Masters and Mistresses were neither approached nor indeed informed of these preliminaries, and accordingly these two bodies had no opportunity of advising and therefore were dissociated from the Committee's proceedings, which were in any case somewhat hurried and private.

It might have been thought, even so, that the co-opted teachers would have taken some advantage of a unique opportunity to improve safeguards for tenure, seeing that the model scheme would be the framework of all subsequent schemes in Wales. Let us see what they did.

The Committee took considerable pains to ensure that the headmaster should have total or partial control in the selection and appointment of the assistant staff. The headmaster could not be dismissed by the governors but only by the local education authority, and six months' notice was stipulated. These clauses indicate a reasonable if solicitous regard for the interests of headmasters.

The sole clause affecting assistant masters deserves to be quoted in full:

> "An Assistant Teacher shall be employed under a contract of full-time service in writing, determinable only (except in the case of dismissal for misconduct or for any other urgent cause) upon a written notice given by or on behalf of the (Governors) (Committee) or by the Assistant Teacher, as the case may be, and taking effect at the end of a School Term and after the expiration of at least two months from the date of the notice. The power of dismissal and of giving notice thereof shall be exercised by the (Governors) (Committee) after receiving and considering a report by the Headmaster. An Assistant Teacher may at any time be suspended from duty by the Headmaster, who shall in that case report the matter immediately to the (Governors) (Committee). In a case of misconduct or other urgent cause the Assistant Teacher may be dismissed without notice, but he (she) shall not be so dismissed, whether after suspension or otherwise, until he (she) has had an opportunity of placing his (her) defence before the Governors in person, accompanied, if he (she) so desires, by a legal representative or a friend."

The effect of this "model" clause is to remove to a large extent from the assistant staff such security of tenure as they now enjoy. Already in most parts of Wales the right of appeal is conceded in cases of ordinary dismissal, but where this "model" scheme is adopted instead, that right will be taken from the assistant master and reserved only for cases of dismissal due to misconduct. That is to say, the governing body will be compelled to give a hearing in cases of misconduct, but not in less serious cases. And this happened in 1930, a quarter of a century after the I.A.A.M. and the I.A.H.M. agreed that there should be a right of appeal in all cases!

Further, this "model" clause stipulates that the governing body shall exercise its power of ordinary dismissal only after receiving and considering a report from the headmaster. The assistant is not given the right to see that report before it is submitted. (In a highly-disciplined service like the Army, the King's Regulations specify that no officer can make a report on his junior without previously showing the latter a copy.)

No provision is thus made for the teacher to be given, on request, the reasons for his dismissal and to cross-examine on them, and needless to say, no provision is made for appeal to a higher tribunal than the governors. The headmaster is given the right of appeal to the local education authority who alone can dismiss him, but the assistant, if employed by the governors, is not even granted the right to have his case examined by a court of inquiry set up by the local education authority.

The scheme suggests the appointment of a teachers'

(Continued on page 98)

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While hackneyed topics should be avoided, the essays may be on subjects of the candidates' own choosing, or on others suggested in the course of their English reading by their teachers. They may be written specially for this competition or as exercises presented in the ordinary course of school work. The themes should be such as lend themselves to literary, as opposed to merely scientific or technical treatment.

Accurate grammar and spelling; clear and pointed statement; sound information; apt illustration; a reasonably wide vocabulary; logical development—are some of the qualities to be looked for in a good school essay. "Fine writing" should be avoided, but originality of thought, sentiment, or expression would be regarded as a distinct merit.

On the outside cover of the essays should be written: 1. The candidate's full name in block letters. 2. The candidate's age last birthday. (*This is essential.*) 3. The name and address of candidate's school. 4. **A declaration signed by the head of the School: (*a*) Confirming the candidate's age; (*b*) That the essay is the *bona fide* work of the candidate.**

On the left-hand corner of the envelope containing the essay (or essays) should be written "Essay," and it should be posted to:

MR. WILLIAM RICE, *The Journal of Education*, Three Ludgate Broadway, London, E.C. 4.

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advisory committee, but it does not even hint at representation of assistant masters on governing bodies, though this has already been granted in the scheme for the maintained secondary schools of Monmouthshire since 1922.

The weakness of this " model " scheme shows the necessity of full exploration and consultation before decisions are made on important professional matters. If this had been arranged for adequately, the drafting committee would have perceived the defects of the scheme and advantage might have been taken of this unique opportunity to improve tenure in Welsh secondary schools.

Already the harm done by this " model " scheme has been illustrated. At the time of the Haverfordwest dismissals, the Pembrokeshire County Education Committee was revising the scheme for the administration of its secondary schools, and the " model " scheme was taken as a framework. The Pembrokeshire draft scheme therefore exactly copied the " model " tenure clause and left the power of dismissal in the hands of the governors. Now, as in some local schools, the right of appeal already existed, a deputation representing the secondary teachers appeared before the local education authority in June, 1934, and pressed for the inclusion of the right of appeal or alternatively of the right to have a local education authority inquiry before dismissal. Both requests were refused. It is reasonable to suppose that had the tenure clauses of the " model " scheme been progressive and sound, the local education authority would have been more disposed to grant security of tenure.

I have gone into the history of this scheme at some length, for if ever a similar move is made in England to co-ordinate the schemes for secondary schools in some approximately common form—a task that is overdue—the Welsh example may be cited as an example of opportunities lost and expert advice neglected.

New Zealand

We can next turn for instruction to a more pleasant picture and briefly examine the position in New Zealand, most progressive of all the dominions in the British Commonwealth. In that country the system of tenure is just and therefore ideal. The New Zealand Education Act of 1914, amended by subsequent Acts up to 1926, specifies the method by which teachers are appointed or dismissed.*

If a teacher is dismissed he can lodge an appeal and a Court is set up consisting of :

(1) A Magistrate.

(2) A person appointed by the branch of the service concerned (*e.g.* in the case of a secondary school teacher the Secondary Schools' Association appoint this member).

(3) A person nominated by the local education authority that inflicted the dismissal.

The appellant may conduct his own case or get somebody else to do it for him. No barrister is allowed to appear, and this gives the Court a more informal character. The magistrate is chairman of the Court and the quorum is two.

It is provided that the Court must have regard to the following circumstances before confirming dismissal:

(*a*) The efficient and economical administration of the local education authority's affairs.

(*b*) The fitness of the teacher.

(*c*) His conduct.

(*d*) Any other special circumstances.

Costs may be awarded by the Court against the appellant or the local education authority according as to whether the appeal is lost or won. The appellant's costs are paid by the association to which he belongs.

It is understood that there have been very few appeals of recent years, and that the fact that the machinery of the Court is there has had a salutary effect in making local education authorities very careful before going to the length of dismissing a teacher.

* *Vide* 1932 edition of the Act, page 89, Sections 147 *et seq.*

(To be continued)

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Associations in Conference

THE CONFERENCE OF EDUCATIONAL ASSOCIATIONS

The Twenty-third Annual Conference of Educational Associations was held at University College in the week commencing December 31. "Liberty and Collectivism" was the subject of the inaugural address by the President, the Marquess of Lothian, C.H. If it was of interest to teachers to see and hear a man who has taken such an important part in world politics, it cannot be said that there was in the address much educational doctrine for the teachers to read, mark and digest. His outlook on the world was cheerful, even though his policy of changing the round world into a round table may prove a long and tedious process. We have to recognize that we are passing through a time of readjustment. "The central issue of the contemporary world was what was man's relation to his neighbour to be in religion, politics, and economics." Facist and Communist dictatorships had created tyrannies not of the body only, but, more important—the real test of tyranny—of the human mind; but he did not believe these reactions towards barbarism would be permanent. The peroration was addressed more directly to his audience. "By far the most important thing, especially to those engaged in education, was to awaken and to cultivate in the community the free mind, human progress, and the attainment of the immense possibilities which were now within human grasp."

A joint conference was held on January 2, with Dr. K. Fisher, Headmaster of Oundle, in the chair, the subject being "Education for Leisure." Appropriately, Mr. Gerald Heard, the author of *These Hurrying Years*, opened the discussion. He was followed by the Hon. Mrs. Franklin. That improved machinery will increase leisure and that our educational resources should be used to alleviate the miseries of the unemployed are both axiomatic; and the discussion did not therefore arouse great interest.

Among the most valuable features of these annual conferences are the well-organized displays of book publishers, school handwork and equipment, exhibits of affiliated and other associations, special performances and services, educational visits. Such aids to teaching as the linguaphone and new educational films were demonstrated. The representative of the Linguaphone Institute distributed an interesting pamphlet entitled *Linguaphone as a Teaching Aid*. There is now on the market a miniature talking set which claims to give a film performance equal in quality to that obtained in large cinemas, and a 16 mm. film library is available. The set operates from any standard power mains.

Mr. W. W. Vaughan is Chairman of the Conference Committee, with Miss M. A. Challen as Secretary. The veteran educationist, Miss Henrietta Bush, continues her prolonged labours as Treasurer and was present on the platform.

THE NORTH OF ENGLAND EDUCATION CONFERENCE

The North of England Education Conference was enjoyably entertained by Morecambe for its Twenty-eighth Meeting, on January 2, 3, and 4. It was disappointed in the absence, from its opening session, of Lord Derby, its President, and of Mr. H. Ramsbotham, Parliamentary Secretary to the Board of Education. Sir James Travis-Clegg, Chairman of the Lancashire County Council, was chosen as Acting-President.

This Conference is strongly supported by the local education authorities of the north, and the presence of so many chairmen of education committees and of directors gives it a masculinity which is not so evident at other conferences of this kind. Out of thirteen speakers named in the programme three only were women and two of those were to speak on the subject: "The Education of the Child to Seven Years"; yet some of the most effective speeches, in both matter and manner, were made by women.

Except for the subject just named, all the discussions were related to the twentieth century problem: "The Education of the Adolescent." Variations of phrases integrating the changing social and political environment of our youth and demanding an outlook for its education visualizing those changes were the most frequent elements of the speeches. The prophets demanded schemes in harmony with their respective visions of the development of society—political, industrial, and commercial; organization and curricula must be specialized to create an easy entry and a competent participation in a special environment. There is no unity of plan accepted by all.

Yet the discussions undeniably proved the vitality and virility with which the problem is being investigated, and the speeches claiming the closest attention were those which reported actual experiments and their critical appraisement, however, restricted the attempt; for example, when Mr. Holland, of Liverpool Institute, described the effect of four extra lessons in physical training on a class working as a carefully-chosen form parallel to one not having such extra lessons. Yet one fretful porcupine of earlier conferences is much more docile: the demand of the secondary teachers for all education to be adequately leavened with the humanities does not irritate other sections as was its wont; indeed, all groups seem anxious to-day to resent the implication that any scheme which they advocate should be thought to be devoid of such essential elements, and bristle up immediately the secondary schools claim this as their special prerogative. This former irritant of divided discussion seems to be replaced with the question of multi-bias schools: such schools found favour at one discussion and were turned down at another.

The presidential address summarized aptly the growth of the outstanding educational product of the century—"the system of secondary schools financed from public funds and under public control . . . the growth of these schools was undoubtedly one of the best signs of our educational progress . . . they had liberated a fund of latent capacities while encouraging and fostering the growth of our universities."

One sectional meeting was allotted to a subject directly bearing on the secondary school. Mr. E. Percival Smith, Headmaster of Warwick School, gave an address on "The Secondary School Curriculum." The openers of the discussion were Mr. J. H. Doughty, of the Incorporated Association of Assistant Masters, and Miss G. I. Cottell, of the National Union of Women Teachers. The Chairman, County Councillor J. H. S. Aitken, contrasted the present curriculum against the less crowded one of the old public schools and emphasized the feverish hurry and pressure of the former in comparison with the scholarly leisure and fullness of the latter. Unfortunately perhaps, he mentioned home-work, and although Mr. Percival Smith and the openers did not refer to this, the discussion turned largely on the matter and produced the usual unbalanced, hysterical criticism, but no suggestions as to what must be done to the curriculum to lessen the evil. Mr. Smith made an adequate and eloquent survey of the growth and present condition of the curriculum. The association of the teacher and examiner on the examining boards had resulted in some order out of chaos and yet left considerable liberty to the schools—a liberty which could be increased by the schools since each school could, if it so desired, submit an adequate syllabus of its own; a certain examination technique had been secured which minimized largely the possible adverse effect of the examination system; the baleful effect of the demand for results was the worst influence on the curriculum and yet there seemed no authority to which the schools could go to obtain its elimination. He suggested that there were some signs of the realization of the problems: there were many suggestions for examination reforms; there was a closer relationship between the official time-table and out-of-school activities; greater importance was attached to physical culture; there was increasing use of the film, wireless, and the epidiascope, and growing opportunities for the independence and individual freedom of pupils. Mr. Doughty discussed the effect on the curriculum of the association of Matriculation with the School Certificate and the necessity of watching carefully the resultant effect of any proposed changes to separate them; it was above all necessary to recover for the School Certificate its value as a badge of honour and to take from it its present reputation which was something akin to that of a failure. In reference to Matriculation it was doubtless true to say that it furnished a certain valuable test of ability but it was radically absurd to say that a boy could not be considered a good candidate as a clerk in a soap-works because he had not qualified to enter a university.

Miss Cottell desired that the curriculum should be reviewed so that it should demand less accumulation of information for mere reproduction and more opportunity for judgment. The specialist teacher and the specialist inspector tended to increase the pressure of the curriculum on the pupils even if it were a good curriculum.

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THE INCORPORATED ASSOCIATION OF HEADMASTERS

The Annual General Meeting was held at the City Guildhall on January 2 and 3, Mr. W. Jenkyn Thomas (Hackney Downs) being in the chair. The President, in his address, dealt with three topics. He stressed the importance of each school having its own governing body, he defended the School Certificate against the attacks that have recently been made upon it, and he warned his audience of the dangers of political interference with the liberty of schools by such means as imposing textbooks or making appointments in the interest of any political party.

Outside speakers this year were Prof. W. G. Newton, who gave an interesting and humorous talk on school buildings, and Prof. J. H. Priestley, and Dr. Crofts (Chairman and Secretary of the Northern Universities Joint Matriculation Board), who came to explain their proposals for a change in the Higher School Certificate. The Association, particularly those from Lancashire and Yorkshire, showed a complete division of opinion on the proposals and a very long discussion was prevented only by the heavy agenda and lack of time.

Dr. Perry Thomas (Leeds) introduced a discussion on the question of providing opportunities in secondary schools for technical training, and generally his views found acceptance, *viz.* that the secondary school should become a multi-bias school.

A resolution of greeting to our colleagues in the U.S.A. was proposed by Mr. Nichols (Hele's School, Exeter), who also gave a very interesting talk on his impressions of American schools. He found science bad, music and art good, and the American schoolboy well read, while he was particularly struck with the public spirit and generosity of school governors. Two excellent papers were read, one by Mr. Barron (Brighton) on Music in the School and the other by Mr. Flecker (Christ's Hospital), on Arts and Crafts in the School.

A paper was also read by Mr. Happold (Salisbury), describing experiments in curriculum reconstruction. This paper unfortunately came at the end of the meeting but it presented a very thoughtful scheme and aroused great interest amongst the few members left.

The resolutions, passed with little or no discussion, were as follows :

That unwise economy and excess of administrative control are a menace to the natural and effective development of secondary education.—Mr. F. R. Hurlstone-Jones (Holloway).

That much promising ability is lost to the universities by the existing rigidity of the limits within which financial assistance is obtainable.—Rev. B. Heald (Midhurst).

That this Association desires to emphasize the importance in the work of secondary schools, of activities carried on outside the classroom and regrets the apparent lack of official appreciation of the time and labour which such activities demand.—Mr. F. B. Malim (Wellington).

That this Association is impressed with the importance of the cinema as an aid to education, and would welcome the full and sympathetic co-operation of the Government, education authorities, and the film industry in obtaining the removal of obstacles which restrict its full development in this capacity.—Mr. A. S. Mason (Hampton).

That in any scheme of admission to secondary schools the headmaster should participate in the examination for the selection of special place holders and the ultimate decision as to the admission of pupils to any particular school should rest with the headmaster of that school.—Mr. R. L. Ager (Ald. Newton's School, Leicester).

THE ASSOCIATION OF ASSISTANT MISTRESSES

The Fifty-first Annual General Meeting was h eld at University College, London, on January 3 and 4. The President, Miss H. D. Pearson, of the Newland High School for Girls, was re-elected for a further year of office. In her presidential address Miss Pearson surveyed the position of the Association and found good ground for hopefulness in regard to the steady increase shown in all that made for international co-operation and good understanding. She commended to the attention of members the work of the recently-formed Association for Education in Citizenship. It was undoubtedly true that the existing mass of civic ignorance and indifference left citizens at the mercy of sensational headlines, current catchwords, stunt panics, and the appeal of vested interests. Some part of the last years of adolescence, said Miss Pearson, should be assigned to conscious and definite preparation for the status of citizen.

The concern which has been felt in regard to recent tenure cases found expression in two resolutions, one expressing the need for such an extension of the right of appeal in cases of dismissal as would place the final hearing before an impartial body, and the other affirming that re-organization changes of staff should not involve teachers of long service except where transfer to an equivalent post could be arranged.

Other resolutions on professional matters dealt with the need for a speedy complete restoration of the cut in salaries, for continued negotiation with a view to removing the penalties caused by the effect of the cut on the pensions of retiring teachers and for making registration a condition of appointment to the headship of a grant-aided secondary school.

The Chairman of the Education Committee proposed a resolution which evidently commended itself to the members present, urging the desirability of experiments, however revolutionary, in the method of selecting entrants to secondary schools and expressing the view that different methods would be found to be applicable to different areas.

As is usual, a certain number of resolutions dealt with the First and Second School Examinations. The practice of entering forms for the former after a school course of four years following entry on the course at the age of 11 plus was condemned as educationally unsound. Considerable interest was shown in a proposal to correct the excessive emphasis now laid upon mere memory work as opposed to the intelligent use of facts by the provision of some data to candidates in certain subjects.

Two resolutions dealt with the Higher School Certificate Examination. The first claimed that for many students too high a degree of specialization was at present required by the main subjects syllabuses and that candidates should be allowed, as an alternative to the existing requirements, to offer four subjects of equivalent standard on suitably reduced and revised syllabuses. The second stated that, as the responsibility for determining the best course for each pupil rests upon the schools and not upon any examining body, there should be complete freedom of choice of subjects offered for the examination.

A further resolution advocated the desirability of closer co-operation between teachers, parents, and the school medical service. The past twenty-five years had given school doctors the opportunity of accumulating a vast amount of knowledge of children's diseases and of the problems of adolescence. It was, however, questionable whether either teachers or parents were making full use of this information. In the discussion on this resolution it appeared that in some schools the school doctor attended meetings of the Parents' Association and gave much greatly valued advice.

THE INCORPORATED ASSOCIATION OF ASSISTANT MASTERS

The resolutions on education adopted by the Council of the I.A.A.M. at Harrogate were largely concerned with Higher School Certificate policy. The opinion was expressed that the regulations for this Certificate should be revised in such a way as to reduce the amount of specialization, and to secure this end, the regulations should be modified so as to require (*a*) that candidates should offer four subjects ; (*b*) that for the normal Higher School Certificate all subjects should be offered at one and the same standard ; (*c*) that this standard should be between the standard of the present principal subjects and that of the subsidiary subjects, and should be such as would normally demand three and a half to four hours' work in school per week for a period of two years after a good School Certificate has been gained ; (*d*) that these subjects should not all be of one type or group ; (*e*) that the subjects which may be offered should be divided into two groups : (i) English, history, foreign languages (ancient and modern), geography, economics, music, art, religious knowledge ; (ii) Sciences, mathematics, geography, and economics. A candidate should choose at least one subject from each of the two groups. Geography is included in both groups, it being understood that the humanistic aspect of this subject would be stressed in the first group, and its scientific aspect in the second. For the purpose of awarding scholarships an additional paper of three hours' duration should be set, usually on the ordinary syllabus, the questions to be of a more searching character. Other resolutions urged the Board of Education to deter schools from allowing pupils to sit for the School Certificate before they attain the age of 15, and suggested that science candidates at the School Certificate should have the option of taking a paper in elementary science before taking one or more additional papers in physics or chemistry or biology.

An interesting discussion took place on religious education, and it was agreed that the religious instruction given in those secondary schools which are provided and maintained by local

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education authorities should not be of a doctrinal nature; also that religious knowledge should remain as an additional subject in diploma and certificate courses. Many speakers urged the importance of securing that no religious tests were imposed on teachers.

Another resolution instructed the Executive to set up an *ad hoc* Committee to consider how the teaching profession may best assist in promoting peace; the *ad hoc* Committee to invite opinions and suggestions from all members of the Association. Council also registered its strong opposition to the pursuance of any policy leading to the suppression of independent organizations of teachers, the victimization of teachers and the policy of economies and restrictions in education.

The Association is expecting the Government to abolish the remaining part of the "cut" in the next Budget, and a resolution was passed calling upon the Government to provide full and immediate restoration and to introduce a system of grants in aid of education at least equivalent in amount to that existing prior to October, 1931. The Executive was also instructed to continue negotiations on the Government's conditional offer for the payment of full superannuation to teachers whose pensions are affected by the "cut." A timely protest was made against the growing practice of compelling teachers to retire at the age of 60, and the Executive was instructed to warn members seeking posts in schools where conditions in this respect are not satisfactory.

A protest was made against the practice of appointing as headmasters men who have had little or no experience in secondary schools, and against the practice of enforcing an age limit. It was also urged that all headmasters should be members of the Royal Society of Teachers.

The evil of large classes was again the subject of a strongly-worded resolution stating that since 1930 there has been an increase of 36 per cent in the number of classes containing over thirty pupils and of 145 per cent in the number of classes containing over thirty-five pupils. Council instructed the Executive (1) to urge the Board of Education to give its most serious attention to this matter; (2) to work towards reducing the maximum number of pupils to twenty-five in any one class, and (3) if necessary, to take steps to secure that the matter is raised on the floor of the House of Commons.

Last year a resolution was carried to the effect that teachers ought to be the servants of the local education authority. This has now been modified to the extent that Council considers that no steps should be taken to this end until an inquiry has been made into the relative advantages of making teachers members of the Civil Service or servants of the local education authority. It was also agreed to explore the possibilities of co-operation with civil servants and local administrative officers.

Much feeling has been aroused by the rule enforced by some local authorities that teachers must reside within a certain prescribed area, and a resolution of protest was carried.

Satisfaction was expressed at the completion of the Association's *Memorandum on the Teaching of Geography*, and all concerned in its preparation were heartily thanked.

THE INCORPORATED ASSOCIATION OF PREPARATORY SCHOOLS

The Forty-fourth Annual Conference was held at the Hotel Great Central, Marylebone, on Thursday, December 20, Mr. J. E. Maitland (Banstead) being in the chair. There was a very good attendance of members, nearly 250 being present. After the Treasurer, Mr. E. G. H. North, had made his annual statement, which showed that the Association is in a sound financial position, the Chairman addressed the Conference, giving a review of the work of the Council during the past year. Mr. T. F. Coade, Headmaster of Bryanston School, then spoke on "The Modern Approach to Education," and his address was both helpful and inspiring.

At the afternoon session Colonel Thwaites, C.B.E., M.V.O., M.C., Hon. Secretary of the English-Speaking Union, spoke on the suggestion to found a travelling scholarship for preparatory schoolmasters under the auspices of the English Speaking Union, a suggestion which found unanimous support amongst those present.

The annual dinner was held in the evening, when about 120 were present. The speakers were Sir Arnold Wilson, M.P., Mr. Vellacot (Headmaster of Harrow), Mr. Spencer Leeson (Headmaster Elect of Winchester), Sir Evelyn Wrench, Mr. R. G. Thornton, Sir Henry Chitty, Bart., and the Chairman, and among the other guests were several headmasters of public schools and Sir Trustram Eve.

THE SCIENCE MASTERS' ASSOCIATION

The Thirty-fifth Annual Meeting was held at Oxford from January 1 to 4. Accommodation was provided for about 350 members at Magdalen, University, Exeter, Trinity, and St. John's Colleges, whilst various lectures and discussions took place at Rhodes House by kind permission of the Warden. The customary exhibitions of books and apparatus were held in the University laboratories, many of which, through the courtesy of the respective professors, were open for inspection and for demonstrations.

The meeting opened with the presidential address, given by Mr. N. V. Sidgwick, F.R.S., the subject being "Real Molecules." Other lectures were as follows: "Some Aspects of Modern Physical Chemistry," by Mr. C. N. Hinshelwood; "Plant Respiration," by Dr. W. O. James; "The Physics of Astronomical Vacua," by Prof. H. H. Plaskett; "Ionization by Collision," by Prof. J. S. E. Townsend; "Tissue Respiration," by Mr. R. B. Fisher; "The New Aspect of the Elementary Theory of Organic Chemistry," by Prof. R. Robinson; "X-ray Photography of the Circulation of the Blood," by Dr. K. J. Franklin; "Small Scale Organic Chemistry," by Mr. B. K. Blount.

An additional feature was a display of sound films of a scientific nature by the Western Electric and Gaumont British Companies; the films demonstrated the possibility of the use of the screen for the clarification of difficult ideas and were the subject of considerable discussion. Afternoons were devoted to visiting places of interest, including the Morris Motor Works, Witney Blanket Works, Osberton Works, the University Press, the Ashmolean Museum, the Bodleian Library, and the Lewis Evans Collection of Scientific Instruments; tours of colleges were also arranged.

A session was devoted to a discussion of the problems of the University Scholarship Examinations. The President opened the discussion by explaining some of the difficulties from the examiners' point of view, pointing out that a scholarship examination is intended to estimate the future capacity of a candidate and urging that teachers should not allow themselves to become obsessed by the idea of a syllabus because, for such an examination, no syllabus either could or should be issued.

Science masters, on their side, pointed to the definite rise of standard and felt that this demanded earlier specialization, with a consequent neglect of cultural subjects and the formation of an unbalanced view of science.

THE HISTORICAL ASSOCIATION

The Twenty-ninth Annual Meeting was held in Birmingham from January 2–5. Thanks to the co-operation of the City, the University, and the local branch of the Association in arranging social events and historical excursions for members attending, the meeting was a great success.

On January 2 the annual address was given by Prof. F. M. Stenton on "The Changing Feudalism of the Middle Ages." "Machiavelli in Modern Dress" was the intriguing title of an address given by Prof. W. K. Hancock, and Prof. Conrad Gill gave a lecture on "The History of Birmingham," illustrated by lantern slides.

At the business meeting on January 3, Prof. W. J. Harte was re-elected President for another year, and Dr. J. F. Nichols was elected Hon. Secretary to succeed Mr. J. A. White, to whom a hearty vote of thanks was accorded for the immense amount he had done for the Association, first as Hon. Treasurer and then as Hon. Secretary.

The closing session was a discussion on "The Value of Teaching Medieval History," presided over by Mr. C. H. K. Marten, Vice-Provost of Eton College. Prof. E. F. Jacob said that the aim of history teachers was to train their pupils to think historically, to use, in tracing cause and effect, a critical and selective judgment, to discard the improbable and far-fetched and even at times the picturesque, and, with a mixture of hard-headedness and imagination to present the essentials of a process. As a training ground for this critical method there was nothing like the medieval period. The study of medieval history was also an introduction to a community of culture, to a time when there was a common idiom of life and thought which had to some extent perished amid the competition of modern states. It also gave insight into the workings of institutions and the beginnings of self-government in which monarchical and democratic elements merged; the history of institutions in the Middle Ages could be linked up with local history, and it was often through the study of institutions in concrete form—castles, churches, abbeys, and so on—that the aesthetic sense was awakened in the

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minds of the young. It was in the medieval period that the fusion of social, artistic, and intellectual activities could most clearly be seen.

Miss C. B. Firth (Furzedown Training College) pointed out that even taking the modernist view they would better achieve their aim if they taught medieval as well as modern history. The aim of history teaching was to help the pupil to understand himself and the world in which he lived: the present could not be explained without the medieval period. Medieval history was also necessary for the sake of continuity—whether as the beginning of recorded history for England, or as the connexion between ancient and modern history. It was excellent from the point of view of teaching material: there was colour and movement about the Middle Ages; ideas—political and economic—appeared then in relatively simple forms; and the difference between medieval and modern ways of life was apparent even to young children.

Mr. W. E. Brown (Yardley Grammar School, Birmingham) spoke of the cramped and pinched environment of an industrial city. Children were living in an artificial environment, cut off from pre-industrial Europe; no doubt to them modern studies were of paramount importance; they must be prepared for modern life, and unless they saw actuality in what was being taught them, the teacher might as well save his breath. But there was a danger that subjects outside this scope would be neglected. Children were complacent about modern civilization: teachers must make them realize that that was not a true sense of value, must tackle the doctrine of progress. For this purpose medieval studies had enormous value: they exaggerated a different way of living, and gave a standard of values for criticizing modern life. The practical difficulty was that when children were old enough for critical work, they had to pass on to modern history; the only solution seemed to be continually to refer back when dealing with modern subjects, and to keep up archaeological interests and cultivate a critical approach to the society in which the children lived. Mr. E. H. Dance (Wolverhampton Grammar School) confessed that the bulk of what was taught in history lessons was soon forgotten by the pupils, but he firmly believed in the value of the study of history as a mental training, particularly for the opportunities it afforded for the exercise of those intuitive processes which, rather than the more severely rational, really constituted the most important mental activities of adult life. Prof. F. M. Stenton (Reading University) said one studied and taught history to add to the value, interest, and depth of life; there was no greater service than to point out to pupils that there was an interesting range of ideas which could be explored in later years: the fatal thing seemed to be to kill interest in history. The value of medieval history was great from a practical point of view, but the syllabus did not matter a great deal to a good teacher, who could work any syllabus and make it live to his pupils.

THE GEOGRAPHICAL ASSOCIATION

The Annual Conference was held from January 1 to 5, the greater number of the meetings being held at the School of Economics. Survey of many kinds received attention at different sessions. The President, Lord Meston, gave a most fascinating description of "The geography of an Indian village," supplying information which it is at once most desirable to know and most difficult to obtain. Brigadier Winterbotham, the Director of the Ordnance Survey, told the story of the history and development of the institution of which he is the head, while Dr. Stamp compared the Land Utilization Survey of the United States, forced on that country by economic pressure, with that of this country, bringing out most clearly the differences between a country in which land has not quite settled down to its natural use and one which has acquired some stability after a thousand years of experiment.

Dr. Allan Mawer, the Provost of University College, spoke on "The Topographical and Toponymical aspect of Placenames' Study," a subject, at once fascinating and difficult, with which his name is firmly associated. Mr. A. E. Moodie described the survey of the Stubaital in the Austrian Tyrol by the Le Play Society Student Group; the Stubaital is the latest area to be visited by this enthusiastic body of young geographers. A public meeting organized by the Primary Schools Group of the Association occupied itself with a discussion of the work that might be done on a school journey. Finally two parties under the guidance of Mrs. Ormsby and Mrs. Beaver visited the valley of the Holborn and Battersea respectively to study those districts of London. Besides those sessions which had to do with survey in some sense a most interesting, informative, illuminating, and very topical lecture on Water Supply was given by Dr. Bernard Smith, of the Geological Survey, and there was a demonstration of four geographical films produced by Gaumont-British Instructional, at Film House, Wardour Street, when opinions were expressed and voting taken on the suitability of those films for use in the classroom. In some ways this latter was perhaps the most important meeting of the Conference as the opinions expressed should be of use to producers in making such films. No body of subject experts has collectively expressed its views so explicitly and authoritatively on modern classroom films; it is now certain that the great majority of geography teachers wish silent films with a descriptive booklet for their own use to accompany such films. There were the usual sectional meetings of which the most largely attended was that of the secondary teachers who considered "The Equipment of a Geography Room" but the discussion was mainly concerned with the necessity for having a geography room and the difficulties that arise when one of adequate size is not provided. A feature of all the meetings was the presence of an extraordinary number of young geographers.

THE MATHEMATICAL ASSOCIATION

The Annual Meeting was held at the Institute of Education on January 7 and 8. Prof. E. H. Neville, delivering the presidential address, declared that mathematical teaching in the schools had not kept pace with the advances made in mathematical methods elsewhere. Changes in emphasis in creative mathematics, which now had a direct influence on teaching at the university, ought to have a far more rapid influence on teaching at the school. The clock was a quarter of a century slow.

The work of a junior mathematical association was described by Mr. G. L. Parsons, of Merchant Taylors' School. A committee of a boy and a master from eight public schools in and near London had arranged five meetings every year since 1930. Meetings were held in school time. Papers were prepared by boys on topics rather outside the usual post-certificate course. Thus the variety and the unity of mathematics had been revealed. The research spirit had been fostered by an annual essay prize. In 1932 the subjects set were non-Euclidean geometry and planetary motion. Recreational interest was provided by problem drives. The work of the association had stimulated the mathematical studies of all concerned, and had produced more and better scholars.

Mr. W. Hope-Jones compared two methods for solving a triangle using logarithm tables, and demonstrated the greater accuracy of the method using the tangent of the half-angle. Other speakers suggested useful devices for arranging the computation to produce automatic checks.

A vigorous discussion on "The First Introduction to a Limit" was opened by Mr. Broadbent. He directed attention to the reference to the matter in the Association's "Report on the Teaching of Algebra," and suggested that the approach through the geometric progression there mentioned was less satisfactory than an approach through sequences. Other speakers suggested that this new approach might prove valuable if it could be brought within the compass of the average mathematical pupil.

THE FROEBEL SOCIETY

In his presidential address to the Froebel Society, Dr. Hamilton Pearson, Senior Physician, Children's Department of The Institute of Medical Psychology, dealt with "The Relation of Education to the Development of Mind in Infancy and Early Childhood." At the outset, Dr. Pearson made it clear that he was offering no rigid system of education, but rather a few basic ideas which he had proved of value in his own work with children.

The main theme of Dr. Pearson's address was that at each stage of growth and development through which a child passed, he made certain demands upon his environment and on the education that was offered him.

The first stage, from infancy to about 5 years of age, demanded plenty of scope and freedom in order to gain control of bodily movement. Beginning with the larger groups of muscles, the increasing control led to finer and finer adjustment, and more and more precision of movement.

The next stage, from the age of 5 to that of 7 or 8 years, Dr. Hamilton Pearson described as the "Emotional" period, and to it he attached the very greatest importance. Because of the intensity of feeling involved in the interests and pursuits of this period, many lasting decisions were made, and whole masses of character were formed for life. Another important feature of this stage of development was the power of imagination and phantasy-making. This gift of imagination should be cultivated at all costs, for it would provide the bridge between the factual thinking of the earlier stage, and the abstract thinking called for at adolescence and after.

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One other point of vital importance emerged in consideration of this phase of development. At this time, Dr. Hamilton Pearson held, the school curriculum should be very wide, giving an almost unlimited choice of occupation and interest, that ample stimulus be given and variety of choice offered. Later, at the adolescent stage, the school course should be narrowed to concentrate on the interests which had already taken root. The reverse of this is the policy of most educational bodies at present.

Dr. Hamilton Pearson emphasized the need for full development of each stage of growth, mental and physical, and reminded his hearers of the need of educating for leisure.

THE CHILD-STUDY SOCIETY, LONDON

At a meeting of the Child-Study Society, on January 1, 1935, Dr. F. H. Spencer, late Chief Inspector of Education to the L.C.C., dealt with "The Future of Popular Education in England." Dr. Kimmins, President of the Society, presided. Dr. Spencer's address aroused considerable interest, for he endeavoured to envisage educational needs during the next ten years, and offered a plan which deserves consideration. The programme that he put forward would aim at improving material conditions, and would require a large rebuilding and reconditioning scheme costing in all about £75,000,000. He criticized the conditions existing at present in schools, and pleaded for decent sanitary arrangements, proper accommodation for practical work, good ventilation, and lighting arrangements.

Dr. Spencer would concentrate on the reform of the elementary schools, where the bulk of the children are educated. He has little use for nursery schools, arguing that the proper place for children between 2 and 5 years of age is the home. Dealing with the infants' schools, he paid a warm tribute to the work and methods which he regarded as satisfactory, though he would like to see a reduction in the numbers of children under one teacher.

Dr. Spencer urged that the additional year's schooling which would be given if the school-leaving age were raised, should be followed by at least a year of continued education. The wisdom of supervision after plunging into industry was emphasized, for by this means young people would be safeguarded.

THE COUNCIL OF PRINCIPALS OF TRAINING COLLEGES

The usual meetings were held during the Educational Conference week in January. Among the topics of special interest referred to, were the training college course and its relation to the work of the elementary schools, the probationary year and conditions of service for young teachers and questions relating to teaching practice during the period of training. It is now some five years since the training colleges were brought into association with the universities. Groups of colleges are attached to the university in their respective regional areas and the curriculum and courses of study are planned by representatives of the university and the training colleges, who are also responsible for the final examinations for the Teacher's Certificate, which is endorsed by the Board of Education.

The practical development of this connexion with the university is being watched with keen interest by those actively concerned in it and they look forward with confidence to its future evolution. The problems that arise are not easy, but they should not be insoluble. The adjustment of the academic and the professional aspects of the course, both of which must have due consideration in the preparation of the future teacher for his work and the preservation of the essential underlying unity of the course demand much thought and doubtless many experiments will have to be tried before it can be claimed that a final solution has been reached.

The co-operation of the various universities has been greatly valued by the training colleges, and is an encouragement to them in their efforts. To bring the training colleges into the main stream of national education and to make the association with the universities a vital element in their work is a task which must of necessity take time to accomplish.

THE PARENTS' NATIONAL EDUCATIONAL UNION

In the Great Hall of University College there was a large gathering of friends and members of the P.N.E.U., when Mr. Machell Cox, Headmaster of Berkhamsted, gave an extremely interesting speech on the Parents' Attitude toward Children's Reading. The chair was taken by Miss Essex Cholmondeley, the recently-appointed Principal of the House of Education, Ambleside.

She began by the early recollection that grown-ups always said to a child if rampaging, "Cannot you get a book and read quietly," or if reading, "Cannot you find something useful to do?"

Mr. Machell Cox was optimistic and said that the public read as never before, which was proved by the vastly increased sales of "classics" in the bookshops. He believed in freedom of choice and felt that "literature" should not in an ideal world be an examinational subject. As a proof of the provocative interest of his speech an hour's most animated discussion followed. Every side of the subject found a questioner or an exponent—the pros and cons of reading in bed, reading detective stories, reading "adult" fiction in youth, reading newspapers, reading aloud in the family circle were all voiced. One debated point was the advisability of getting good books for holiday reading, and some Parents' Union school teachers spoke of their success in getting books of real value borrowed from the school and read at home.

University and School Holidays and Functions

	Easter Vacation	Other Functions
Bedford College, London	Mar. 26 to April 30	
Birkbeck College, London	April 1 to April 27	Production of "Tantivy Towers," Mar. 7–9.
		Natural History Exhibition, Mar. 15.
University of Birmingham	Mar. 30 to April 30	
University of Bristol ..	Mar. 29 to April 24	
University of Cambridge	Mar. 26 to April 15	
University College, Cork	April 5 to April 30	
University College, Dublin	Mar. 15 to April 9	
University of Durham: Armstrong College, Newcastle-upon-Tyne	Mar. 23 to April 23	Riddell Memorial Lectures, Feb. 6, 7, 8.
College of Medicine, Newcastle-upon-Tyne	Mar. 30 to April 24	
Durham Colleges ..	Mar. 16 to April 25	
University of Edinburgh	Mar. 15 to April 15	
University College, Exeter	Mar. 26 to April 24	
Girton College, Cambridge	Mar. 15 to April 23	
University of Glasgow ..	Mar. 15 to April 16	Graduation Ceremony April 20.
Goldsmiths' College, London	April 18 to April 30	Old Students' Association Education Conference, Mar. 2.
		College Sports, Mar. 27.
University College, Hull	Mar. 28 to April 24	
Imperial College of Science and Technology, London	Mar. 23 to April 23	
King's College of Household and Social Science, London	Mar. 26 to May 1	
University of Leeds ..	Mar 21 to April 24	
University College, Leicester	Mar. 16 to April 11	Union Dance, Mar. 5.
University of Liverpool	Mar. 23 to April 24	
University of London ..	Mar. 27 to April 29	
University College, London	Mar. 28 to April 29	Foundation Week Celebrations, beginning Mar. 20.
National University of Ireland	Mar. 30 to April 23	
Merchant Venturers' Technical College, Bristol:		
Faculty of Engineering	Mar. 29 to April 24	
Pharmacy Department and Commercial Department	April 13 to April 28	
Municipal College of Technology, Manchester	Mar. 28 to April 25	
University College, Nottingham	April 2 to April 29	

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	EASTER VACATION	OTHER FUNCTIONS
School of Oriental Studies, London	Mar. 27 to April 29	
University of Oxford ..	Mar. 17 to April 27	
Queen Mary College, London	Mar. 30 to April 29	Union Dance, Feb. 22. Union Dinner, Mar. 15.
Queen's University, Belfast	Mar. 23 to April 24	
University of Reading ..	Mar. 22 to April 25	
University of Sheffield ..	Mar. 24 to April 24	
School of Slavonic Studies, London ..	Mar. 26 to April 30	
University College, Southampton	Mar. 23 to April 29	
University of St. Andrews	Mar. 15 to April 9	
Trinity College, Dublin	Mar. 23 to April 19	Conferring of Degrees, March 13.
Victoria University of Manchester	Mar. 28 to April 25	
University of Wales:		
Aberystwyth	Mar. 29 to April 24	
Bangor	Mar. 25 to April 24	
Cardiff	to April 24	
Swansea	Mar. 29 to April 24	
National School of Medicine	Mar. 29 to April 24	
Westfield College ..	Mar. 22 to April 29	
Aldenham School ..	April 6 to May 7	
Alleyn's School	April 6 to May 3	Athletic Sports Finale March 30. Athletics *v.* Old Boys, April 6.
Ampleforth College ..	April 9 to May 4	
Ardingley College ..	April 2 to April 30	Athletic Meeting with Hurstpierpoint College, Mar. 20. Ardingley College Sports, Mar. 30.
Atherley School for Girls	April 10 to May 9	
Badminton School ..	April 11 to May 9	
Beaumont College ..	April 9 to May 2	
Bedford High School for Girls	April 5 to May 7	
Bedford School	April 4 to May 8	
Bedgebury Park ..	April 4 to May 7	
Belvedere School ..	April 3 to May 2	
Berkhamsted School ..	April 6 to May 7	
Beverley High School for Girls	May 2 to July 31	
Bilston Girls' High School	April 16 to May 8	
Birkenhead School ..	April 3 to May 2	
Bolton School	April 4 to April 30	
Bootham School ..	April 4 to May 2	
Bournemouth High School for Girls	Mar. 29 to April 30	Opening of School Buildings at Talbot Heath, May 1.
Bournemouth School for Girls	April 11 to May 6	
Brentwood School ..	April 9 to May 2	Gymnastic Display, Mar. 20. School Athletic Sports, April 4 and 7.
Bridlington School ..	April 2 to May 2	Gymnastic Displays, Mar. 30 and April 1.
Brighton College ..	April 4 to May 7	
Bristol Grammar School	April 3 to May 2	
Bromsgrove School ..	April 4 to May 7	Sports Day, April 1. Athletics *v.* S.E.S., April 3. Hockey *v.* Campbell College, Belfast, April 5.
Burlington School ..	April 4 to April 30	
Cambridge and County High School for Boys	April 9 to April 30	Opening of new buildings by Lord Rutherford, Feb. 5.
Canford School, Wimborne	April 2 to May 3	
Casterton School ..	Mar. 29 to April 26	
Caterham School ..	April 3 to April 30	Triangular Sports Contest with Ardingley School and Hurstpierpoint College, Mar. 20.
Charles Edward Brooke School, Peckham ..	April 3 to May 1	
Cheltenham College ..	April 2 to May 3	
Cheltenham Ladies' College	April 5 to May 2	Half-Term Holiday, Feb. 23–25.
Chigwell School	April 2 to May 3	Old Boys' Day, Mar. 5. Athletic Sports, Mar. 30.
Christ's Hospital, Horsham	April 2 to	
City of London School ..	April 4 to April 25	
Clapham High School for Girls	April 4 to May 1	
Clergy Daughters' School, Bristol	April 3 to May 1	Entrance Scholarship Examination, Mar. 12 and 13.
Clifton College	April 5 to May 3	
County School for Girls, Gravesend	April 3 to May 2	
Courtauld Institute of Art	Mar. 31 to April 29	
Cranbrook School ..	April 2 to May 2	Confirmation, Mar. 10. End-of-Term Sing-Song, April 1. Athletic Sports, Mar. 30.
Cranleigh School ..	April 5 to May 8	
Dauntsey's School ..	Mar. 28 to April 30	
Dean Close School, Cheltenham	April 2 to May 3	Hockey Match *v.* Marlborough College, Mar. 23.
Denstone College ..	April 2 to May 3	School Athletic Sports April 1.
Derby Girls' High School	April 3 to April 30	
Douai School	April 11 to May 9	
Dover College	April 2 to May 3	Inter-School Sports at Dover, Mar. 27.
Dover County School for Girls	April 3 to May 1	
Downside School ..	April 11 to May 7	
Dulwich College.. ..	April 10 to April 30	Entrance Examination, Mar. 19. Athletic Sports, April 6.
Durham School	April 2 to May 3	Sports, Mar. 30 and April 1.
Eastbourne College ..	April 2 to May 3	
Elizabeth College, Guernsey	April 2 to April 30	Athletics, Mar. 20 and 21.
Ellesmere College ..	April 2 to May 1	
Eton College	April 4 to May 1	
Felsted School	April 2 to May 2	
Fettes College	April 5 to May 3	
Framlingham College ..	April 9 to May 8	Scholarship Examination, Mar. 28 and 29. Inter-School Athletic Sports, Mar. 30.
Francis Holland (C. of E.) School, Clarence Gate	April 10 to	
Francis Holland (C. of E.) School, Eaton Terrace	April 10 to May 8	Foundation Day, Mar. 1.
George Watson's College, Edinburgh	April 5 to April 23	
Godolphin and Latymer School	April 5 to April 30	
Godolphin School ..	April 3 to May 3	
Godstowe Preparatory School	Mar. 4 to May 2	O.G. Lacrosse Match, Mar. 16. House Gymnastic Competition, Mar. 28.
Greenhead High School	April 17 to May 7	Production of "The Blue Bird," Feb. 22, 25, 26, 27, 28.
Haberdashers' Aske's Hampstead School ..	April 3 to April 29	Athletic Sports, Mar. 30.
Haberdashers' Aske's Hatcham School	April 3 to May 1	
Haileybury College ..	April 2 to May 3	
Harrow School	April 8 to May 7	Founder's Day, Mar. 16.
Headington School for Girls	April 9 to May 8	
Hereford Cathedral School	April 3 to May 7	Athletic Sports, Mar. 23.
Howell's School, Denbigh	April 3 to May 1	
Hulme Grammar School, Oldham	April 12 to April 29	Speech Day, Mar. 14. House Boxing Championships and Presentation of Swimming Sports, Feb. 26.
Imperial Service College, Windsor	April 3 to May 3	
Ipswich High School for Girls	April 4 to May 2	
Ipswich School ..	April 5 to May 2	
Keighley Girls' Grammar School	April 12 to April 30	
Kelly College	April 2 to May 4	School Sports, Mar. 30.
Kendal Girls' High School	April 11 to May 7	
Kensington Girls' High School	April 3 to May 2	Prize-giving, Mar. 1.

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	Easter Vacation	Other Functions
King Edwards' School, Birmingham	April 2 to April 30	
King Edward VI School, Southampton	April 4 to May 3	
King William's College, Isle of Man	April 2 to May 3	
King's College School, Wimbledon	April 5 to May 1	Athletic Sports, Mar. 27.
King's School, Canterbury	April 2 to May 2	Sports *v.* Dover College and St. Lawrence College, Mar. 30.
King's School Chester ..	April 10 to May 7	
King's School, Ely ..	April 5 to May 8	Athletics *v.* Old Eleans, Mar. 30. Sports Day, April 2.
King's School, Worcester	April 6 to May 3	
Kingswood School ..	April 4 to May 2	
Lady Margaret School ..	April 11 to May 8	Drill Display, Mar. 28 and 29.
Lawnswood High School	April 10 to May 1	
Leamington Girls' High School	Mar. 29 to April 25	
Leatherhead School ..	Mar. 30 to May 3	
Leeds Girls' High School	April 5 to April 30	
Leeds Grammar School	April 6 to April 29	Boxing Competition, Mar. 23.
Leighton Park School, Reading	April 3 to May 3	Athletic Sports, Mar. 30.
Leys School	April 9 to May 7	
Liverpool College ..	April 2 to April 30	5 miles and 2½ miles, Mar. 27. Athletic Sports, Mar. 30.
Liverpool College for Girls	April 4 to May 2	Entrance Scholarship-ship Examination, Mar. 5, 6, 7.
Liverpool Collegiate School	April 5 to April 29	School Concert, Mar. 30 and April 1.
Maidstone Grammar School for Girls	April 4 to May 1	
Malvern College ..	April 2 to May 3	Ledbury Run, Mar. 9.
Malvern Girls' College ..	April 4 to May 1	Entrance Scholarship Examination, Mar. 21.
Manchester Grammar School	April 11 to May 2	
Marlborough College ..	April 2 to May 3	
Merchant Taylors' School, Great Crosby	April 6 to April 29	
Merchant Taylors' School for Girls, Great Crosby	April 9 to May 9	
Merchant Taylors' School, Northwood	April 2 to May 2	
Mill Hill School ..	April 2 to May 3	Athletic Sports, Mar. 30.
Monkton Combe School	April 5 to May 3	Athletic Sports, April 3.
Monmouth School ..	Mar. 26 to April 30	
Newcastle-on-Tyne Central High School	April 4 to May 22	
Newcastle - on - Tyne Church High School	April 4 to May 2	
Newcastle-under-Lyme High School	April 5 to	
Newport High School ..	April 12 to May 7	St. David's Day Eisteddfod, Mar. 1.
North London Collegiate School	April 10 to May 8	
Northampton High School for Girls	April 11 to May 1	
Northampton Town and County School	April 5 to May 3	Speech Day, Mar. 7. Cross Country Races, &c., April 1, 2, 3.
Nottingham High School	April 5 to May 1	
Oakham School ..	April 2 to May 3	Confirmation, Mar. 23. Sports, Mar. 30.
Oundle School	April 2 to May 3	
Palmer's School, Grays..	April 10 to May 8	Annual Sports Day, Mar. 27.
P.N.E.U. School, Overstone	April 5 to May 2	
Park School, Glasgow ..	April 4 to April 24	
Penrhos College ..	Mar. 29 to April 30	
Perse School	April 2 to May 1	Athletic Sports, Mar. 26.
Perse School for Girls ..	April 3 to May 1	
Peter Symonds' School, Winchester	Mar. 29 to April 25	
Plymouth College ..	April 13 to May 9	Athletic Sports, April 10.
Princess Helena College	April 3 to	

	Easter Vacation	Other Functions
Queen Margaret's School, Scarborough	April 3 to May 3	Closing Date for Entries for Scholarship Examination, Mar. 31.
Queen Mary's High School, Walsall	April 2 to April 30	
Queen Mary's School, Walsall	April 3 to April 23	
Queenswood, Hatfield ..	April 2 to May 2	
Radley College	April 5 to May 7	
Ramsgate County School for Girls	April 3 to May 2	
Repton School	Mar. 29 to April 30	
Roan School for Girls ..	April 4 to April 30	
Rossall School	April 2 to May 3	Cross-country Run against Manchester Grammar School, Mar. 9.
Royal Belfast Academical Institution	April 5 to April 24	Easter Concert, April 3 and 4.
Royal Grammar School, Newcastle-on-Tyne	April 3 to May 2	
Royal Grammar School, Worcester	April 4 to May 1	
Royal Naval College, Dartmouth	April 2 to May 2	
Royal Technical College, Glasgow	April 6 to April 22	
Rugby School	April 2 to May 2	
Sedbergh School ..	April 2 to May 3	The Wilson Run, Mar. 13. Three Mile, Mar. 14.
Sherborne School ..	April 2 to May 3	
Shrewsbury School ..	April 2 to May 2	Cross-Country *v.* Clifton College, Mar. 2. Athletics *v.* Malvern College, Mar. 30. School Sports, April 1.
Stamford School ..	April 4 to May 1	Athletic Sports, Mar. 30.
Stonyhurst College ..	April 22 to May 14	Rugby: Past *v.* Present, April 21. Boxing, Mar. 13.
Stowe School	April 4 to May 7	
St. Bees School	April 2 to May 2	
St. Clare School, Penzance	April 3 to May 1	
St. Columba's School, Kilmacolm	April 4 to April 25	
St. David's College, Lampeter	Mar. 21 to April 26	
St. Edmund's School, Canterbury	April 1 to April 30	
St. George's School for Girls, Edinburgh	April 5 to April 30	
St. George's School, Harpenden	April 5 to May 2	
St. Lawrence College, Ramsgate	April 2 to May 3	
St. Leonard's School, St. Andrews	April 9 to May 9	
St. Margaret's School for Girls, Aberdeen	April 4 to April 24	
St. Monica's, Epsom ..	April 4 to May 1	
St. Olave's and St. Saviour's Grammar School	April 10 to May 1	
St. Paul's Girls' School ..	April 2 to May 1	
St. Paul's School ..	April 3 to May 1	Athletic Sports, Mar. 30.
St. Peter's School, York	April 3 to May 2	
St. Saviour's and St. Olave's Grammar for Girls	April 4 to April 30	
St. Stephen's College, Folkestone	April 13 to May 8	
St. Winifred's School, Llanfairfechan	April 5 to May 2	Display of Physical Work, Mar. 21. Athletic Sports, Mar. 30.
Taunton School ..	April 2 to April 30	Athletic Sports, Mar. 28.
Tonbridge School ..	April 2 to	*v.* Old Tonbridgians, Mar. 2. Athletic Sports, Mar. 30 and April 1.
Trent College	April 3 to May 2	School Concert, Mar. 2. Sports, April 2.
Trinity College, Glenalmond	April 9 to May 10	Sports, Mar. 30, April 6 and 8.
University College School, Hampstead	April 5 to May 1	
Victoria College, Jersey	April 5 to May 2	
Wakefield Girls' High School	April 10 to May 8	

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	EASTER VACATION	OTHER FUNCTIONS
Wellingborough County High School for Girls	April 11 to May 8	
Wellingborough School	Mar. 29 to May 3	Confirmation, Mar. 17 Performance of "Macbeth," Mar. 28.
Wellington College ..	April 2 to May 2	
Wellington School, Somerset	April 10 to May 2	Speech Day, April 8. Athletic Sports, April 6.
West Leeds High School for Girls	April 10 to May 1	
Westminster School ..	April 3 to May 2	
Wilson's Grammar School	Mar. 30 to April 28	Production of "Pygmalion," Feb. 28, Mar. 1 and 2.
Worksop College ..	April 2 to April 30	Athletic Sports, April 1.
Wrekin College	April 3 to May 2	Athletic Sports, April 2 and 3.
Wycliffe College.. ..	April 6 to May 7	Athletic Sports, April 1.
Wycombe Abbey School for Girls	April 4 to May 2	
Wyggeston Grammar School	April 9 to May 1	Founder's Day, Mar. 18.

Reviews

A PIONEER IN EDUCATION

The Life of an Educational Worker (Henrietta Busk). Compiled by RUTH YOUNG. (3s. 6d. net. Longmans.)

This is a vivid story of a splendid life, spent freely in domestic duties and public service. It is long enough for Miss Busk to be able to look back to a time when railways and physical science were still in their infancy and telegrams regarded as a humorous extravaganza.

She owes much to her descent from the Le Bretons of Jersey and the Busks of Yorkshire—both of whom suffered for their religious convictions and bequeathed to their family a staunch and unyielding unitarianism.

Henrietta was the youngest of five children, and many stories are told of her childhood which foreshadow the earnestness of purpose, the competence and the saving grace of humour that have marked her great career.

She was born in 1845, four years before Bedford College, the greatest interest of her life, was founded by Mrs. Reid with the help of Mr. Jameson, Miss Julia Smith, the Swanwicks, Mr. William Shaen, and many others. When 9 years old she entered the day school attached to the College, and, six years later, was the first girl to gain a scholarship into the College. She "loved" her lessons, especially her geography lectures by Dr. Gottfried Kinkel and her natural philosophy by Dr. H. S. Russell. She was a diligent pupil, in spite of the fact that she had to nurse an invalid mother.

She learnt much from contact in college with such women as Lady Belcher, Mrs. de Morgan, Miss Emily Davies, and Mary Ann Evans (George Eliot), and in her home and her cousins, with Miss Lückes, the wonderful matron of the London Hospital, Prof. Tyndall, the Brownings, and Faraday.

She was skilled in all womanly accomplishments, a fine needlewoman and good knitter; when too young to go to dances with her sisters, she draped their tulle gowns over silk foundations, dressed their hair, and saw them off to their parties, shedding some Victorian tears. She had "a way with a baby," was a first-class croquet player, and spent much time in sketching in water colours.

After leaving college, Miss Busk helped her brother with his work for the University College Volunteer movement, and became her father's secretary. From him she learnt much that was to stand her in good stead in her indefatigable work for Bedford College, the Teachers' Guild, Stutis and the organization of annual Educational Conferences—of this last she is more proud than of any other part of her work and is still the Honorary Treasurer. It was in her father's sick-room that she compiled with much labour and infinite care the complete list of students at Bedford College. She became a member of its Council and, like her mother before her, was a lady visitor. It was largely due to her persistent determination and business capacity that South Lodge was acquired.

In 1899 Miss Busk paid the penalty for constant strain and overwork and was an invalid for nearly three years. After convalescing in Sicily, she and her sister bought a cottage at Chesham Bois, where the garden proved a constant source of delight.

Miss Ruth Young's picture of this full and useful life is indeed a "tonic book," as Sir Michael Sadler says in his foreword—showing how true womanliness can be combined with public service and that one of the truest champions of teachers and their status was herself never a professional woman.

THE CONCISE OXFORD FRENCH DICTIONARY

The Concise Oxford French Dictionary. Compiled by A. CHEVALLEY and MARGUERITE CHEVALLEY. (7s. 6d. net. Clarendon Press.)

Monsieur and Madame Chevalley have succeeded in producing for its size and price the best French English dictionary we have. It might have been better to call it the Oxford French-English Dictionary so as to show it had no English-French part. Although the compilers make a right distinction between a dictionary and an encyclopaedia, they very often give just that amount of explanation necessary to make their rendering clear, as under *biche-de-mer* or *bêche-de-mer*, given under both heads, *camouflet, poulet à la marengo, pépère* and *godillot*, with its slang form, *godasse*. This might have been extended to *alquazil*, which is translated by the same word, whereas "policeman" might have been added. The inclusion of many war-time expressions is very necessary such as *cuistot, embusqué*, and *pinard*, but we do not find *bidoche*. One of the original points is the sign of danger placed before words that look so similar in the two languages, and are yet so different. Examples of these errors are said to occur even in the English version of the Peace of Versailles. Many of them have been dealt with (since 1919) in *Les Faux Amis* and more fully in Boillot's *Les Vrais Amis*; such as *esprit public, fourrier, domestiqner, compétent*. The number of phrases and idioms is very large and the translation into English idiom very correct. We do not find *ce n'est pas à un vieux singe qu'on apprend à faire des grimaces*, the equivalent of our "Don't teach your grandmother to suck eggs."

The compilers have thrown out much dead wood that cumbered the pages of earlier dictionaries, such as *quadricapsulaire*, although they still keep *quadrijumeaux*. Their list of abbreviations is placed under that word; it might have been better to put them in the alphabetical order. By the by, we do not see C. G. T. Names of countries are placed at the end of the book instead of in their alphabetical order; this is the usual rule of dictionaries, but if they place the names of the inhabitants in the main work, why not the places themselves?

But after all these are very minor points; the whole work is so good that it has needed some time to discover even these. The explanations given are always to the point and never intruded when a translation in one word is sufficient. The illustrations at the end of the work to explain parts of a motor-car, an aeroplane, an engine, a steamer, a camera, and architectural details are exactly what is required by the non-specialist. The etymology of words is given only where a false one might be imagined.

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The pronunciation is according to the Passy-Michaelis system and is explained at the foot of each page. This work will be sufficient for the highest forms of schools, for all a student's university life, unless he specializes in French, and for those numerous readers of French books, either for study or recreation, who increase in number yearly.

And now we hope that the compilers are already at work on an English-French part.

THE LATEST AGE

Modern England, 1885–1932 : a History of my Own Times. By Sir J. A. R. MARRIOTT. (16s. net. Methuen.)

So full of energy and vivacity is Sir John Marriott that it is difficult to conceive of him as a veteran. Yet this history of his was published on the seventy-fifth anniversary of his birth, and it deals with events every one of which has occurred within the period covered by his personal memory. It is thus far more than a dry record of past events ; it is a chronicle of " things I have seen." And even more than that. For Sir John is a politician as well as a historian. He stood as a candidate for Parliament so long ago as 1886, and later on he sat for many years in the House of Commons, first for the city of Oxford and then for the city of York. When, therefore, he writes of the politics of the past fifty years, he writes with the authority of one who has himself played a by no means unimportant part in their principal affairs.

Of course, to be an active politician is a heavy handicap to a scientific historian. Because it is a historian's duty to record with strict impartiality the doings of persons of every shade of political allegiance. So that a writer of a history of his own times who is also a politician has to treat sympathetically and dispassionately the activities of statesmen whom he has consistently opposed and from whose creed he strongly dissents. It is clear that Sir John Marriott has been alive to this difficulty and danger. But, he has surmounted it so triumphantly, and has attained an objectivity so complete, that it would be hard for any one not acquainted with his political principles to discover to which party he belongs.

He prefaces his history with an admirable prologue in which he sketches with masterly clarity the distinctive features of the half century under review. This essay alone is enough to make the book worth buying. He then divides the period into three main sections for the purpose of detailed examination. The first section treats of the closing years of Queen Victoria's reign (1885–1901), concluding with a balanced estimate of the Victorian age as a whole. The second section deals with the Edwardian era which is taken to extend to the outbreak of the Great War. Sir John's appreciation of King Edward himself is one of the most attractive and convincing portions of his book. The third and final section is devoted to the story of the War and the fourteen troubled years that succeeded it. The record of this period is on the whole a gloomy one. Yet Sir John is able to end his narrative on a note of optimism and hope.

No student of recent events can afford to neglect this authoritative chronicle.

Minor Notices and Books of the Month

ENGLISH, POETRY, AND DRAMA

Literary Craftsmanship and Appreciation. By R. FULLER. (8s. 6d. net. Allen & Unwin.)

Mr. Fuller's very clear and illuminating analysis of the features that really count in essay writing, in letter writing, and in verse writing will be a sheer joy to those teachers of English who once open this book. It is indeed full of sound criticism, helpful appreciation, and apt illustration. Sincerity and enthusiasm are the virtues that rank first in the writing of English. Hence the secret of good essay writing is to learn to observe, and at the same time to derive pleasure from our observations. It is ideas that count, not the mere accumulation of facts. " The world is largely populated by dreadful creatures with minds like lumber-rooms, filled with other people's goods "—is an example of the challenging statements found in every chapter. Good books, really helpful, on the art of writing, are rare ; but this is one of them.

Tendencies of the Modern Novel. By H. WALPOLE, H. MILES, M. WALDMAN, J. WASSERMANN, V. S. PRITCHETT, D. S. MIRSKY, L. PIRANDELLO, E. MESTERTON. (3s. 6d. net. Allen & Unwin.)

This is a reprint of eight essays that originally appeared as a series in the *Fortnightly Review.* In discussing the modern novelists of England, Mr. Hugh Walpole comments in a very interesting way on various writers, and rightly concludes that tendencies can hardly be found : it is a time of experiment rather than of tendencies. The other writers deal with France, America, Germany, Spain, Russia, Italy, and Scandinavia. Not the least of the merits of the book is the international outlook on modern fiction.

(*a*) *God and Mrs. Broom.* By J. SWIFT. (*b*) *Princess Brinda,* By M. DEKOBRA. Translated from " La Prison des Rêves " by M. Wood. (7s. 6d. net each. Werner Laurie.)

(*a*) Mrs. Broom acts as charlady and general help to the tenants of a Kensington block of flats. Through her we are introduced to the occupants of the five floors who, because Mrs. Broom is kindly and sympathetic, turn to her in their moments of distress. The author has chosen this method of giving us brief but intimate glimpses into the lives of a retired army officer, an old lady approaching her end, a young married couple, two girls known as the Heavenly Twins, and an actress, visited by her lover Charles. The story concerns itself particularly with Lavender, the actress, and the crisis which has occurred in her relations with Charles. The book is written in staccato style, interpolated with ironic comments by the author on the actions and thoughts of his characters. It ends in allegory, with Mrs. Broom dead and ascending the Golden Steps of the Heavenly Throne. (*b*) Here we have a highly coloured, romantic tale of the East, portraying a beautiful Eurasian princess, a scheming Maharajah, a jealous Maharanee, a seductive vamp, and a gallant English captain. Brinda, who has been educated in Europe and absorbed European ideas, refuses to marry the prince of her father's choice. In consequence, many hardships befall her, culminating in an attempt at horrible murder on the part of the Maharanee. This, however, is frustrated at the last moment by the captain, and the story ends happily with the departure of Brinda and the captain for Europe, where they are to become man and wife.

Unscientific Excursions. By Prof. F. W. JONES. (6s. net. Arnold.)

When men of science turn to essay writing as a recreation they can be both entertaining and interesting. This collection of twenty-two essays, despite the author's modest statement that he probably had more pleasure in the writing than any reader will have in the perusal, touch upon many matters of human interest, and are enriched by the writer's experience of life.

A Year with Bisshe-Bantam. By E. PHILLPOTTS. (7s. 6d. net. Blackie.)

In the form of a diary written up at intervals of two or three days, from January 1 to December 25, 1933, the author has given us a realistic picture of the joys and sorrows of the country life. It is a very discursive story, and Mr. Phillpotts talks freely on a great variety of topics. Anecdotes abound. Altogether a very entertaining book for the bedside.

Legendary Stories of Wales. By E. M. WILKIE. (2s. Harrap.)

Here is another volume in Harrap's well-known and deservedly popular " Told Through the Ages " series. It contains thirty-eight stories from Wales. Some of them, like the stories of King Arthur, are well known ; others are now written down for the first time.

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The Complete Marjory Fleming: her Journals, Letters and Verses. Transcribed and Edited by F. SIDGWICK. (5s. net. Sidgwick and Jackson.)

This is a unique book, of undoubted interest to all who would make a study of child nature. The three journals, the verses and letters here transcribed, are the work of a little Scottish girl who was born in 1803 and died in 1811 before she was nine years old.

To the Forbidden Land: Discoveries and Adventures in Tibet. Selected and Adapted from SVEN HEDIN'S *Trans-Himalaya.* (1s. 6d. Macmillan.)

Sven Hedin's *Trans-Himalaya* appeared in three volumes (1909–12), the record of a famous travel expedition made in the years 1906–8. The selections here given make very interesting reading. There are four illustrations and a sketch map of Tibet, and the author's route appears as a frontispiece.

Short Stories from Dickens. Selected, with Introduction, by J. G. FYFE. (1s. 6d. Blackie.)

This volume, in Blackie's Standard English Classics, contains ten of Dickens' short stories. Four of them are from *Pickwick Papers*; the remainder first appeared in either *Household Words* or *All the Year Round*, the two magazines that Dickens edited.

Readings in English Literature. Selected by B. G. ASTON. (2s. 6d. Blackie.)

Representative selections, from Chaucer to Dickens, including both prose and verse. At the beginning of the book is a simple but very effective time chart, and biographical notes on the authors are added.

Thought and Language. By Dr. P. B. BALLARD. (6s. net. University of London Press.)

Dr. Ballard is always stimulating and suggestive. In this book he touches on such a great variety of topics—all of interest to the educationalist—that it is impossible in a brief review to do justice to the food for thought that the book contains. Dr. Ballard's strictures on the various types of grammarians are of profound interest. His defence of the useful little verb *to get* will not convert all his readers. But even Dr. Ballard's dogmatism is kindly and disarming. We strongly recommend this book to the notice of all teachers, particularly teachers of English.

Aysgarth Fables. By E. M. JOHNSTONE. (2s. 6d. net. Oswestry: T. Owen & Son.)

The Copper-Gnomes. By MABEL MARLOWE. (1s. Nelson.)

Beyond the Sunset: a Book of Explorers. By ELSPETH J. BOOG-WATSON and J. ISABEL CARRUTHERS. (Cloth Boards, 2s. Limp Cloth, 1s. 9d. Oxford University Press.)

E.P.C. Class Lessons in English. Book V. By W. T. PRICE. (1s. Cardiff and Wrexham: Educational Publishing Co.)

Reading for Action. Arranged by Dr. R. WILSON. Book I. *Another Story, Please! a Book of Enjoyment and Wonder.* (Pupil's Book, 1s. 6d. Teacher's Book, 1s. 9d.) Book II. *A Book for a Nook: a Book of Prose, Poems, Plays and Pictures.* (Pupil's Book, 1s. 8d. Teacher's Book, 2s.) Book III. *The Ever-Ever Land: Tales and Poems of Wonder, Truth and Surprise.* (Pupil's Book, 1s. 10d. Teacher's Book, 2s.) Book IV. *Talk of Many Things: a Book of True Fact and True Fancy, in Prose and Verse.* (Pupil's Book, 2s. Teacher's Book, 2s. 3d. Nelson.)

Newspaper Headlines: a Study in Linguistic Method. By H. STRAUMANN. (10s. net. Allen & Unwin.)

Jill's Magic Island and Other Stories, including "The Little Old Woman": Arranged for Children's Ballets. By E. A. JELF. (7s. 6d. net. Nelson.)

These ten ballets have frequently been produced with the object of raising funds for charities, and, for the production of "The Baron's Enchanted Garden," in aid of the Waifs and Strays Society, a useful Epilogue was added. This handsome volume is embellished by 181 fascinating photographs of children who have taken part in the performances, one being that of the Babies' Band of a council school at Harrow, all the members of which, the conductor not excepted, were under five years of age. The author is lavish in suggestions for suitable music to accompany every stage of the performance.

(1) *The Path of Glory: a Comedy in a Prologue and Three Acts.* By L. DU GARDE PEACH. (2s. 6d. net. Deane The Year Book Press.)

(2) Village Drama Society Plays. *At the Half-Moon Inn.* By BERYL TANNER. (1s. net. Deane The Year Book Press.)

(1) This comedy, though written to show the stupidity of war, has in it no horrors, and is full of humorous situations. It has been already produced, and would appear to be marked out for lasting success on the stage. (2) A romantic comedy in one act, shows how a highwayman is saved by pure chance from committing murder and attains unexpected freedom after hanging had seemed a certainty.

The Poet as Citizen, and Other Papers. By Sir A. QUILLER-COUCH. (9s. net. Cambridge University Press.)

Of these twelve papers, all but two were given as lectures. The first three lectures discuss the Poet as Citizen. Of these, the first lecture restates the case, in a most convincing way, for the poet's claim to the world's esteem. The third lecture, on "Tradition and Orthodoxy," will appeal to many as a most timely utterance on modern standards of literary criticism. Then follow four lectures grouped under the heading of "First Aid in Criticizing." The book is completed by five miscellaneous papers, perhaps the most interesting of which is the one on "Paternity in Shakespeare," which was read before the British Academy as its annual Shakespeare Lecture in 1932.

More Books I Like. By S. P. B. MAIS. (3s. 6d. net. Richards.)

Here are extracts from eighteen books by some of our most famous nineteenth century writers. The extracts were originally read over the radio, and each is prefaced by one of those racy little introductory talks for which Mr. Mais has a particular gift.

English: Faults and Their Remedies, with 150 Examples. By A. WISE. (1s. Blackie.)

A useful, practical little book.

The Works of William Shakespeare: Gathered into One Volume. (6s. net. Oxford: Blackwell.)

We have pleasure in directing attention to this excellent one-volume edition of the complete works of Shakespeare. The text used is that prepared by the late A. H. Bullen for the Stratford Town Edition, to print which he founded the Shakespeare Head Press in 1904. To the same Press we owe the clear and beautiful type used in printing this edition. The setting of the characters' names above the speeches makes further for clearness, and therefore for easy reading. The plays are arranged in the chronological sequence suggested by recent research, the time-honoured division into comedies, histories, and tragedies being abandoned. A useful glossary is appended. We think the publishers are to be congratulated upon producing so fine an edition of Shakespeare at so low a price.

The First Part of Goethe's Faust. Translated from the German by J. SHAWCROSS. (7s. 6d. net. Partridge.)

Mr. Shawcross has given us a very readable version of one of the world's greatest dramas. Goethe, like Shakespeare, belongs to the whole world: it is well, in these days, to be reminded that literature, like science, knows no national barriers.

Spenser's Faerie Queene: an Interpretation. By Dr. JANET SPENS. (8s. 6d. net. Arnold.)

Dr. Spens' book is sure to appeal to the elect, who have long paid homage to the gentle Spenser, the poets' poet. It is true, as the author says, that he is "worshipped rather with the lips than with the heart." In six very helpful chapters Dr. Spens deals with the Structure of the Poem, the Philosophic Basis, its Symbolism, the influence on Spenser of "outward circumstance" or "the external universe of things," the Love Theme, and the inner life that is Spenser's Land of Faerie. Views on Spenser's philosophy are still in the controversial stage. The student will find here both stimulus and guidance.

High-Speed Shakespeare. "Hamlet," "Julius Caesar," "Romeo and Juliet": Three Tragedies in a Tearing Hurry. By H. C. G. STEVENS. (2s. net. Deane.)

This attempt to translate Shakespeare into modern very colloquial style, already so successful in the author's version of *Hamlet*, has now been extended to two other plays. The result is very clever, very readable, and most entertaining.

Longer Poems: Old and New. Selected and Edited by Dr. A. S. CAIRNCROSS. (2s. 6d. Macmillan.)

The editor has included in this attractive anthology thirty of our longer poems, ranging from Chaucer's *The Pardoner's Tale* to poems by such modern writers as Hardy, Bridges, Francis Thompson, G. K. Chesterton, Lascelles Abercrombie, Ralph Hodgson, Aldous Huxley, and Roy Campbell. Much of the latter part consists of copyright poems.

Favourite Poems: an Anthology for Young People. Selected and Edited by C. M. GLOVER. (2s. Macmillan.)

Katrina: a Ballad of the Kitchen. By A. V. HALL. (1s. Wynberg, Cape of Good Hope: The Rustica Press.)

Light and Humorous Verse. Compiled and Edited by Prof. LILLIAN GINNETT. (2s. net. Routledge.)

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EDUCATION AND PSYCHOLOGY

New Treasure : a Study of the Psychology of Love. By the EARL OF LYTTON. (5s. Allen & Unwin.)

Homer Lane's friends have had to wait a long time for the complete justification of his work, both at the Little Commonwealth and as a psycho-analyst. Miss Bazeley's little book gave to the world the full story of the facts which led to the closing of the Little Commonwealth, and now the Earl of Lytton has written *New Treasure* to explain Lane's philosophy of life and the fundamental belief in man's goodness which enabled him as an analyst to work cures that seemed to be miracles. The book is a sincere contribution to religious thought as well as an enlightening analysis of an extremely interesting personality.

Photoplay Appreciation in American High Schools. By W. LEWIN. (4s. net. New York and London : Appleton-Century Co.)

Realizing that the cinema is established as a definite force in the education of young people, American teachers are trying to deal with the matter in the schools. This book reports an interesting investigation into the influence which school courses in the appreciation of cinema films can have upon the taste and habits of secondary school pupils. In some schools there are not only these definite courses, taken as part of the work in English, but also " photoplay clubs " which meet after school hours to discuss the films shown at local cinemas and also to present amateur news reels of the life of the school.

Publications du Bureau International d'Éducation, No. 35. *Annuaire International de l'Éducation et de l'Enseignement,* 1934. (12 Francs suisses. Geneva : Bureau International d' ducation.)

Publications du Bureau International d'Éducation, No. 34. *L'Admission aux Ecoles Secondaires : d'après les Donnée. Fournies par les Ministères de l'Instruction Publiques* (5 Francs suisses. Geneva : Bureau International d'Éducation.)

The Bureau International d'Éducation is doing good service in the study of comparative education by its publications based on official information. Of the two volumes under review, the *Annuaire* in its second issue contains reports from fifty-three countries stating the position and progress made in the year 1932–3. It is a valuable work of reference and gives data that it would be difficult to obtain elsewhere. The pressing problem of admission to secondary schools led the Bureau to issue a questionnaire to which answers were received from fifty-five governments. The results here published make it possible to know in concise form what has been done (or left undone) by most countries in the world on such matters as fees, exemption from fees, scholarships, selection of pupils, and measures for preventing too great an influx into secondary schools or universities. The incidence of social, economic, political, psychological and educational factors on possible solutions of these problems is not forgotten. Both volumes include an introductory survey of the facts recorded.

Handbook of National Centres of Educational Information. (5s. 6d. Paris : International Institute of Intellectual Co-operation. London : Allen and Unwin.)

The Neurotic and His Friends. By Dr. R. G. GORDON. (2s. 6d. net. Methuen.)

A Life of One's Own. By JOANNA FIELD. (7s. 6d. net. Chatto & Windus.)

The Birth of a University : a Passage in the Life of E. A. Sonnenschein. By E. J. SOMERSET. (2s. 6d. Oxford : Blackwell.)

Educational Policy in India : a Neglected Aspect. By F. F. MONK. (1s. 6d. net. Oxford University Press.)

Modern Education : its Aims and Methods. By T. RAYMONT. New Edition. (7s. 6d. Longmans.)

The Year Book of Education, 1935. Edited by Lord EUSTACE PERCY, Sir PERCY NUNN, and Prof. DOVER WILSON. (35s. net. Evans.)

Educational Research Series, No. 30. *The Value of the Prevention of Error as a Teaching Device : being the Report of an Investigation carried out for the Australian Council for Educational Research.* By D. K. WHEELER. (1s. 3d. net. Melbourne University Press in association with the Oxford University Press.)

MATHEMATICS

Advanced Practical Mathematics. By W. L. COWLEY. (15s. net. Pitman.)

Theoretical investigations of engineering problems are of little use to the practical man unless from the results obtained he can deduce definite answers to particular problems by numerical evaluation based upon the data he has at his command. The object of this book is to give guidance in performing such evaluations with the minimum of labour and avoidance of error or estimation of its limits when unavoidable. Amongst other matters treated are the solution of algebraic and differential equations, numerical integration and the use of finite differences. A chapter on the use of matrices in connexion with differential equations is a novel and interesting feature in a book of this character.

Differential and Integral Calculus. By R. COURANT. Translated by E. F. MCSHANE. Vol. I. (20s. net. Blackie.)

Although R. Courant's distinction as a mathematical writer and teacher would be sufficient to secure for almost any translation of his work on the differential and integral calculus a welcome from English readers, it may be said that Dr. McShane has produced a version, which in addition to other admirable qualities, possesses a clarity and grace not always found in books based upon German originals. As an introduction to the calculus this is a book of outstanding merit. The author has avoided impeding the entrance of beginners to the essential parts of the subject by discussions of fundamental matters for which they are not yet ready. The high road to be pursued by the students who wish to pass on rapidly to practical applications is clearly defined, but in appendices to the chapters are contained rigorous demonstrations of the more difficult fundamental theorems whose truth is assumed in the body of the text. To this English edition of Vol. I sets of examples with answers and hints for solution have been added, and the more elementary parts of the theory of functions of two variables have been transferred from Vol. II.

Topical Arithmetic for Seniors. By W. D. WRIGHT. (1s. Gregg Publishing Co.)

Solid Geometry. By L. LINES. (6s. Macmillan.)

Logarithmic and Trigonometric Tables : Selected from Bottomley's " Four-Figure Mathematical Tables." (1s. Macmillan.)

The London Arithmetics. By Dr. P. B. BALLARD and J. BROWN. Second Series. Pupil's Book II. (Limp Cloth, 1s. Paper Covers, 10d. University of London Press.)

Practical Geometry for Senior and Central Schools. By J. A. CRABB. Books I, II and III. (Paper, 8d. each ; Limp Cloth, 10d. each. Macmillan.)

BOARD OF EDUCATION VACATION COURSES.—The Board of Education is arranging, as in previous years, to hold a number of short courses for men and women teachers in secondary schools. The programme of courses is in the main similar to that of last year, but two new courses are to be held, a course on the organization of school libraries, which will be conducted by the Headmaster of the Henry Mellish County Secondary School for Boys, Nottingham, and a course for teachers of art. The latter course is in addition to the course at the Central School of Arts and Crafts, London, which the Board have held in recent years and which will, as before, be open to a few teachers in secondary schools although intended primarily for teachers in art schools. The new course (for women), which will be held at the Chelsea Art School from July 22 to August 2, will be specially designed to meet the needs of teachers in secondary schools. Practical work in crafts will be an important feature. The other courses will be in mathematics, main school and early sixth form work, biology, general science, all three conducted by H.M. Inspectors ; English, conducted by Mr. J. E. Hales, formerly H.M. Inspector ; modern languages, Latin, history, conducted by H.M. Inspectors ; and the Scripture course will be held again under the direction of Dr. W. R. Matthews, Dean of St. Paul's. There will also be a music course in London and a course in handcraft at Eastbourne, both conducted by H.M. Inspectors. The forms of application for admission are being sent by the Board to the heads of schools with the prospectuses, and applications should be returned by March 1, except in the case of the course for art teachers for which the date is April 1.

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HISTORY

A History of Everyday Things in England : Done in Four Parts, of which this is the Fourth. The Age of Production, 1851–1934. Written and illustrated by MARJORIE and C. H. B. QUENNELL. (8s. 6d. net. Batsford.)

Good wine needs no bush, and the three volumes already published of this history of everyday things in England are so well known and widely appreciated that we need say little about this new member of the Quennell series. The first volume carried the story as far as the end of the fifteenth century, the second to the end of the eighteenth, and the third to the middle of the nineteenth. This fourth volume covers the period from the Great Exhibition to the present time, and bears the specific sub-title "The Age of Production,"—the production of food and clothing, houses and furniture, public buildings of all kinds, better planned towns, the means of transport and communication, and so on. And we are reminded that whereas in Victorian times we were learning to produce things, to-day the problem is how to distribute them. If only, say the authors, the nations would unite to build rather than to destroy! We must add that this volume, like its predecessors, is lavishly illustrated, and that it is an excellent specimen of book production.

Decisive British Battles : from "The Fifteen Decisive Battles of the World" by Sir Edward S. Creasy. With Introduction, Notes, Diagrams, &c., by N. B. MCKELLAR. (1s. 9d. Macmillan.)

Eighty years have elapsed since Sir Edward Creasy's famous book first appeared. It has, however, never lost its popularity. In its own sphere, indeed, it is unsurpassed for vividness combined with insight and accuracy. That among the fifteen decisive battles of the world Sir Edward should have included no fewer than six British conflicts, may perhaps be taken to suggest a certain insular prejudice. But British readers have no cause to complain thereof. Mr. McKellar has taken Creasy's accounts of these six battles (1066, 1429, 1588, 1704, 1777, 1815), has abbreviated, annotated, illustrated, and introduced them in a little volume full of spirit and charm.

Political Parties and Policies : a Popular Explanation of the Tenets of the Chief Political Parties and a Guide to the Understanding of Current Politics. By E. R. PIKE. (2s. 6d. net. Pitman.)

An interesting and useful attempt to explain in simple terms to the budding citizen the principles of the three political parties among which he will be called upon to choose. The author says: "Perhaps, in the State of the future, Politics will be found worthy of a place in the curriculum of the national schools." Heaven forfend! Already it has far too large a place.

Matriculation History of England. By H. C. SHEARMAN and H. PLASKITT. Part I: 1066–1485. (4s. 6d. University Tutorial Press.)

An admirably concise, well-proportioned, up-to-date, and accurate summary of English history from the Norman Conquest to the accession of Henry VII.

A History of the Roman World from 146 *to* 30 B.C. By Prof. F. B. MARSH. (15s. net. Methuen.)

A Middle School History of England. Vol. I. *To* 1485. Vol. II. 1485–1714. By R. M. RAYNER. With Supplements "The History of Devon and Cornwall," by T. KELLY. (3s. 6d. each. Murray.)

A Junior History of Australia. By A. L. MESTON. (1s. 9d. net. Oxford University Press.)

Archives of British Honduras. Vol. II. *From* 1801–40: *being Extracts and Précis taken by a Committee from such Records as Exist in the Colony, with Maps.* Edited, with a Chronology, by the late Major Sir JOHN A. BURDON. (7s. 6d. net. Sifton Praed.)

The Story of Cornwall. By A. K. H. JENKIN. (1s. 6d. Nelson.)

MUSIC

FOR THE GRAMOPHONE

Columbia Records. Columbia Graphophone Co.

ROSSINI. *William Tell Overture*; HANDEL. *Musette* (from "The Gods go a-begging") and *Minuet* (from Ballet Suite "The Origin of Design"). Sir Thomas Beecham conducting the London Philharmonic Orchestra. LX 339–340. 6s. each.

TRADITIONAL. *The Londonderry Air;* ARNE. *The lass with the delicate air.* Pianoforte Accompaniments only (for Soprano Voice). D.B. 1473. 2s. 6d.

MENDELSSOHN. *Duetto; Venetian Gondola Song* (from "Songs without Words"). Viola Solos by Lionel Tertis. DB 1468. 2s. 6d.

CHOPIN. *Etudes in A minor, Op.* 25, *No.* 11; *in F minor and D flat* (*Nos.* 1 *and* 2 *of "Trois Nouvelles Etudes"*). Pianoforte Solos by Irene Scharrer. DX 624. 4s.

Carols. Good King Wenceslas; the First Nowell. The B.B.C. Wireless Chorus. DB 1451. 2s. 6d.

Some two seasons ago Sir Thomas Beecham electrified London and provincial audiences with his performance of the *William Tell Overture*, and showed that this well-worn old classic had rather unjustly been given over to the café or the pier band. That performance is here reproduced in all its vividness and virtuosity, a splendid example of Sir Thomas's power as conductor and interpreter. The fourth side is occupied by two charming Handel pieces, deliciously played. The record of pianoforte accompaniments only introduces an excellent idea, whose advantages are obvious. Individual singers will no doubt welcome the record, but there is sufficient volume of tone here to admit of its use with a reasonably-sized class of children's voices. The straightforward and sympathetic playing of the accompaniments is admirably suited to its purpose. The Mendelssohn adaptations are two pleasing examples of Mr. Lionel Tertis's winning advocacy of the claims of the viola as a solo instrument. In Chopin's *A minor Etude*, Miss Scharrer is in less than her usual excellent form, and one is curious to know why she should play the opening two bars in octaves instead of as written. In two of the less familiar *Nouvelles Etudes* the playing is delightful. The singing of the B.B.C. Chorus in two Christmas carols is better than anything they have yet done. It is beautifully balanced and expressive, and the tone is firmly rounded.

The Puritans and Music in England and New England: a Contribution to the Cultural History of Two Nations. By P. A. SCHOLES. (21s. net. Oxford University Press.)

The Puritan attitude towards music is widely believed to have been one of dislike and stern disapproval. That they looked upon instrumental music as "the invention of the Devil, to be shunned as worldly and frivolous," or that "music for its own sake was not tolerated," are statements frequently quoted by musical and other historians in their accounts of Puritan times. Dr. Scholes has carried out a searching investigation into the truth of these charges, and in this large and handsomely produced volume he has gathered a mass of evidence, skilfully marshalled, to prove that they are unfounded. The book is a monument of diligent and intensive research, involving the study of thousands of books, pamphlets and documents (the index of works cited runs to more than fifteen closely-printed pages). It settles, says Dr. Scholes, an historical question in which a great deal of misunderstanding has existed, and certainly on the weight of the testimony which he presents the accusation that the early New England settlers "brought to America a hatred of music that is without parallel in history," or that "under Puritan rule in England music was ruthlessly suppressed," can no longer be substantiated. The book is also a rich mine of unusual and out-of-the-way information, such as, for example, is to be found in the chapter on "The Antiquity and Nature of the Objection to Elaborate Church Music," or in that on "Opera in Puritan England," or again in the appendix which deals with the Jew's harp.

The Choice of a Beethoven Sonata for Diploma Examinations. By A. COVIELLO. (1s. net. Oxford University Press.)

The Boy's Changing Voice. By W. N. MELLALIEU. (1s. net. Oxford University Press.)

Music in the Modern School: a Manual for all Interested in the Teaching of School Music. By Dr. T. R. MAYNE. (5s. net. Dent.)

(*Continued on page* 120)

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METHUEN

A New Physics Textbook

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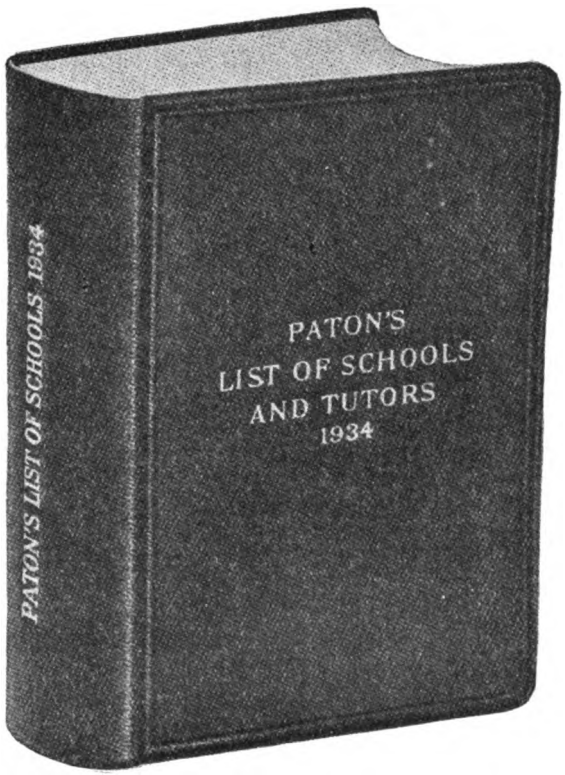

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University Scholarship Examinations: Scope and Standards

III.—MODERN LANGUAGES

By A. M. GIBSON, M.A., Headmaster of Liverpool Collegiate School

THE history of modern languages at Cambridge since the years immediately prior to the War is an eventful one. The old, rigid Modern Language Tripos was in force, with its two languages at equal standard studied along identical lines, with its attention almost wholly confined to language, philology, and imaginative literature—in fact, a school similar, except in that it insisted on two languages, to that which holds the field at the modern universities to-day. Modern languages were still struggling to gain a footing, and there was only one professorial chair in existence—that of German. This state of affairs reflected itself in the scholarship examinations. The papers demanded a high linguistic standard, a knowledge of historical grammar and imaginative literature, though this last was nearly crowded out of the "general questions" papers by the stock questions on prosody and inquiries as to the difference between "*le prétexte*" and "*la prétexte*," or between "*goinfre*" and "*goulu*." The number of awards was insignificant—generally about five, and the candidate who to-day would get a major scholarship was lucky to read his name amongst those awarded minor scholarships.

There has been a great advance since those days—the first great step being the reform of the Tripos in 1917. Under the new regulations, the Tripos was divided into two parts: Part I being mainly a linguistic test in two languages, Part II offering a wide variety of choice according to individual needs and tastes, and aiming at a thorough and wide study of various aspects of the foreign civilizations—imaginative and philosophic literature, political, economic and social history and institutions. Professorial chairs of French, Spanish, and Italian have been founded, and the number of students has multiplied greatly. The number of scholarship awards rapidly increased in the years immediately after the War to somewhere between twenty and thirty. Unfortunately, this number seems to have stabilized itself, and no increase has been noticeable, on an average, for several years past. This can scarcely as yet be considered a satisfactory state of affairs, for the numbers compare very unfavourably with those obtaining in other subjects. For example, in December, 1933, there were seventy-one awards for classics, forty-seven for science, forty-one for mathematics, thirty-eight for history, and only twenty for modern languages. The results for December of last year are somewhat more satisfactory, there being thirty-four open awards for modern languages, as compared with sixty-six for classics, forty-six for science, forty-three for mathematics, and forty-six for history. It is, however, remarkable that the larger group, which has usually been the more generous to modern languages, made less than half the total awards, and of these only two were major scholarships and over half were exhibitions. The total awards for 1934 were as follows: eighty-one for classics, sixty-two for history, fifty-seven for science, fifty-one for mathematics, forty-three for modern languages.

The one grave danger which remains to be overcome is that the system by which Part I of the Tripos is taken at the end of the year probably leads colleges to exact too high a standard, and consequently to make relatively few, or low, awards for modern languages. In the writer's opinion, Part I should be remodelled so as to include a fair amount of Part II literature, and in this form should be taken at the end of the second year.

Though Oxford was fortunate in being the first to be adequately endowed with professorial chairs, and has had rich benefactions in the way of travelling scholarships such as Cambridge may well envy, the history of modern languages in that university has been, and still is, very unsatisfactory. At Oxford, scholarships are earmarked for the various subjects, and out of the hundreds existing, modern languages to this day can only lay claim to about ten at most. (This certainly represents an increase of over 200 per cent as compared with pre-War conditions!) Until recently, there was no attempt at forming a group, and the scholarships were awarded in ones and twos by colleges at separate examinations. Naturally, all this means a poor field of candidates, and so a vicious circle is set up. The university waits for better candidates before it feels justified in recommending more awards: but until there are more awards there will be no bigger and better field of candidates.

Another vicious circle within the larger one was this: the general standard of modern language student justified the authorities in maintaining that they were capable of studying only one language to honours standard; and so long as this regulation held good, it acted as a powerful deterrent to any good prospective candidate who looked to some career other than teaching in a university or school, and even in one of these latter fields he was at a disadvantage. This obstacle was, however, removed in 1927; but until Oxford acquires more confidence in its own school of modern languages, and until the colleges show this confidence by the award of many more scholarships, "stagnation" will have to be written as the heading of this chapter of Oxford's history.

The changed conception of the Modern Languages Tripos at Cambridge has had its effect on the nature and scope of the entrance scholarship examinations. So far as general principles are concerned, there is little criticism to offer, and in its present form the examination is a very satisfactory one from the schools' point of view. Any criticisms concern points of more or less important detail.

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The examination has no cramping effect on the modern sixth form curriculum, but fits in admirably with an enlightened conception of the scope of modern studies in schools. In addition to the usual tests in language, there is a wide choice of attractive essay subjects, dealing with various aspects of the foreign civilizations and questions of general interest. The "general questions" paper, again, gives a wide choice of subjects dealing with literature, other arts, and history, though institutions and geography might also figure here with advantage. The larger group of colleges might well raise the number of questions from eight to ten in each language, and both groups might remove the restriction which obliges candidates to attempt the same number (three) of questions in each language, making the combination of, say, four and two permissive. One of the most enlightened features in these papers is the constant appearance of questions which break down the usual artificial water-tight compartments between the literatures of the various countries and give candidates well read in English literature some chance of turning this reading to account.

Then, by way of further encouraging the pursuit of wide interests and of discouraging narrow specialization, there is a general paper and English essay. With regard to the general papers, however, it is impossible to avoid passing some strictures. In the smaller group, there is, as there should be, one general paper for candidates in all subjects. It falls roughly into six sections—translation from subsidiary language (in the case of modern language candidates, Latin); general questions on the arts, more especially in modern life; science in its general aspects and relations to modern life and thought; economic and political problems; general ethical, moral, and intellectual questions; and a passage, in which the thought or manner of expression is involved or loose, to be paraphrased or re-written. These papers are admirable—but as Dr. Norwood pertinently inquires, do they count? Experience leads one to believe that history examiners do take them seriously on occasions; classics and modern linguists very rarely: mathematicians and science examiners never. One would like to hazard the suggestion that, in all subjects, they should carry sufficient weight to raise or lower a candidate's final award from one class to another.

In the larger group, a different system obtains. There are separate general papers for historians, modern linguists, and scientists. The classical candidates have no general paper of this type. As one who was largely responsible for the introduction of a general paper for modern language candidates, I may confess to utter dismay when I first beheld the outcome of my representations. The title of the paper gives the clue to its nature—"general knowledge," not "general" paper. As it stands, it is the usual atrocity perpetrated under such a heading. Ironically enough, the general paper now set to history candidates is almost the type of paper envisaged when the suggestion was first mooted: and it would be far better if the general knowledge paper were scrapped and if modern linguists were turned on to the history general paper.

The Latin passages for translation are of about Subsidiary Higher Certificate standard, and occasion little difficulty to candidates who have read a reasonable amount of Latin literature—an accomplishment which (*pace* the 1918 Report of the Prime Minister's Committee) is not only desirable but also essential for any educated student of modern languages.

The passages for prose composition are usually very well chosen. They are not mere vocabulary tests or descriptive passages, but generally offer a happy mixture of idiomatic and constructional problems, whilst demanding a good "abstract" and "concrete" vocabulary. The unseen papers, at least in French, are not so satisfactory, and I think this arises partly from their limitation to two passages, one of verse and one of prose. In general, the prose passage is of an abstract, philosophic nature, in itself an admirable test of knowledge of idiomatic construction and of ability to disentangle and to follow through a logical argument. As a counterpart, the verse passage is generally descriptive and of the "Parnassian" type; not infrequently the sense is very elusive—at all events, it eludes translation—and the vocabulary is of a restricted or special order, concerned with rare materials and objects supplying local colour or historical background.

The inclusion of a second prose passage—modern descriptive writing—would be an improvement and a way out of the examiner's difficulty. It is interesting to note that all the colleges examining apart from the two main groups recognize this need, and allot half as much time again for unseen translation.

The Oxford scholarship papers have a distinctive character of their own. There are usually two longish passages for prose composition. In French these are generally of the Washington Irving—R. L. Stevenson—Pater types of prose writing. It is curious that, on the other hand, only one passage was set in 1933 and 1934 for unseen translation, whereas previously there had been two; and that, as things stand at present, there is more translation *into* than *from* the foreign language.

Moreover, except in the case of French, the difficulty of the passages set for unseens is much lower than that set for prose composition. In French, Taine seems to be the examiners' favourite hunting-ground, and the passages are usually mere vocabulary tests. There is no translation from verse. The literature papers offer a good choice of satisfactory questions, but they are confined to literature—the other arts, history, and institutions find no place in them. There is a choice between only two essay subjects, and these are of a very general, philosophic type, often difficult to handle in a foreign language, at least for pupils of 18 to 19.

One cannot consider the general arrangement of the Oxford examination as being very satisfactory. In the first place, most of the scholarships are offered for one language, generally French. In this case, Latin may be offered as a second subject, so that the modern sixth boy with two modern languages is at a distinct disadvantage. Where a candidate offers two modern languages, he must also take the paper in Latin unseens. This is in itself a justifiable demand, but it must be observed that he has to take the same paper as candidates offering Latin as a second language. For the latter candidates, the Latin papers afford a "soft option"—they are not nearly of scholarship standard. (This arrangement is in strong contrast to that of Cambridge, where candidates offering French and Latin have to take the Latin prose and unseens as set for classical scholarships.) Moreover, there is, for these candidates, no literature or essay paper, so that they escape with a total of four papers less than some of the candidates offering two modern languages. One might sum up the situation by saying that the examination is designed primarily for boys taking French and Latin in Group II of the Higher School Certificate.

There is one other form of scholarship examination which is perhaps outside the scope of this article, and to discuss which little space, in any event, is left. This is the Higher Certificate examination. Generally speaking, the Cambridge Local Syndicate's examination is the most satisfactory, conforming most closely in linguistic standards and scope of the literature papers to the university examinations. The Oxford and Cambridge Joint Board and the Oxford Syndicate examinations would be satisfactory but for their rigorous "period" divisions in literature which have a cramping effect of sixth form work. The London and N.U.J.M.B. examinations are unsatisfactory; the former because of its period divisions, both because of the low linguistic standard (for scholarship awards) and of the practice of setting a longish list of works (demanding, in the case of each, the same degree of special study), of examining each in its own little compartment,

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and of excluding all general questions on literature, history, geography, and institutions. This last form of examination makes no attempt to fall in with the ideal of an "organic whole" in advanced courses, nor to encourage, in the words of the Prime Minister's Committee, "an imaginative comprehension of the whole life of two great peoples, in their art, their law, their politics, and their larger economics, and also in their creative work of poetry, history, and philosophy." One is glad to see that the Headmaster of the City of London School believes that this ideal is attainable, for modern studies as well as for classics. But it is one which is in constant danger of being obscured—indeed, in many quarters it would seem that it still remains to be glimpsed.

Arts and Crafts in the Schools*

By H. L. O. FLECKER, M.A., Headmaster, Christ's Hospital, Horsham

IT is now some years since it has become apparent that the schools must pay attention to the leisure which is likely to fall to the lot of future generations. That is a state of affairs to which all may look forward with pleasure; but, for those who teach, the prospect seems rather remote. Trade after trade and profession after profession will bring its ship to land on the Elysian plains of leisure and join the multitude of those who spend a handsome part of their time cropping the Lotus fruit of ease; but three storm tossed galleons will remain far out at sea, vainly struggling to make that same delectable port. These will contain those who wait upon man, his body, soul, and mind—the doctors, the parsons, and the schoolmasters. Labour-saving machinery is not for them.

Prof. Macmurray has pointed out that a cause of our present discontents is the dominance of the Roman element in our thinking. He looks for an increased emphasis on our Greek and Palestinian inheritance to adjust the balance, pointing to the results of the wave of Greek ideas which swept over a Romanized Europe at the Renaissance. Greek art and philosophy depended for their existence on the labour of slaves: it remains to be seen whether we can build a rival structure on the labour of machines. At present, we put the cart before the horse and are the slaves of our own machinery.

Yet the new movement has already begun and is being attended, as would be expected, with a good deal of dislocation and consequent distress. If it is the citizen's duty to take his share in alleviating the distress, it is also the schoolmaster's duty to look ahead and train his boys, so far as he can, to be ready to grasp the benefits of the future.

"Education for Leisure" is obviously not to be confined to the study of arts and crafts. Music is one of the finest means for employing leisure time—and so is gardening, one of the most excellent of creative occupations and an invaluable cement of social life. But in this mechanical age a great number of boys are most naturally enthralled by machinery of all sorts, and for them crafts are the obvious leisure occupation.

The present writer has no claim to be considered either an artist or a craftsman. He has been brought into touch with the problems connected with the study of arts and crafts in the school as a headmaster responsible for the curriculum. Moreover, Christ's Hospital built an art school, still almost unique in size and equipment, as early as 1902, and in 1909 a manual training school, which remains quite adequate for our needs. Thus we can claim to have been among the pioneers, and art and crafts teaching continues to play an important part in our work. These subjects, however, were not introduced as "Education for Leisure"—but rather because some of the Council—notably Prof. Henry E. Armstrong—were so far ahead of their time as to see that they were a valuable part of every boy's training.

Experience suggests that there should be a difference between the teaching of arts and crafts and that of subjects which deal more exclusively with the mind. It should resemble most closely the teaching of English composition—because that subject, too, is essentially creative. Perhaps the very word "teaching" is misleading, though, for want of a better word, "teacher" must be used for the man whose function is more essentially that of a leader and inspirer. It is true that all our teaching should aim at fulfilling this function; but in the realms of art and craft the need is more obvious and more compelling.

In dealing with large numbers of pupils, we shall, obviously, meet our future Wrens, Gainsboroughs, and Sheratons at rare intervals. Our aim should therefore be not only to give these scarce plants a congenial soil, but also to stimulate in the less gifted boys the practice of creative art and a high degree of artistic appreciation. This will not be achieved by the old-fashioned type of "pedagogic" methods.

The first lesson in art is given by environment. The pupil should be surrounded with objects of beauty which may suggest to him something he would like to do himself. It is equally important that he should not be confined to the use of pencil and brush. Wood engraving, lithography, modelling in clay, glazing and firing of pottery, enamel work, weaving, stained glass—these and other means of artistic expression should be available. The teacher's function is to inspire the whole production, guard against excessive waste of time from inexperience (though some lessons must always be learned by making mistakes) and lead by example, no less than by precept, to a more mature realization of beauty. Perhaps by such means we shall one day make ugliness appear the crime that it is, and consider bungaloid growths no less malignant than cancer. It is doubtful whether the sight of some of our modern suburbs or black countries would arouse in an ancient Greek unquenchable laughter or copious tears.

There are two aspects of artistic appreciation. There is that which Mr. Masefield has described in "Dauber":

> "O, joy of trying for beauty, ever the same,
> You never fail, your comforts never end:
> O, balm of this world's way; O perfect friend!"

Secondly, there is the bending of the mind and intellect to produce design, for a building, perhaps, or a repeating pattern; and it is about the second aspect that we may more confidently hope to teach boys something.

It is, of course, impossible to draw a hard and fast line between "art" and "craft," but if the reader will contrast drawing and painting on the one flank with the heavier crafts of wood and metal work on the other, leaving the rest of the crafts in the debatable centre, he will probably consider that it is fairly true to say that the former, while not excluding intellectual effort, definitely puts aesthetic first: from the "heavy craft" standpoint, intellectual work plays a larger part. Craft activities remain creative, but they present themselves frequently as problems to be solved. Clear and logical thinking, the application of whatever knowledge a boy has acquired of the laws of nature and the properties of the materials in use are vital to craft work no less than patience and sustained effort to acquire skill; the whole process should be informed with the idea of creating something beautiful, which will, in turn, teach the pupil to appreciate the beauty of skill greater than his own. It is the conception of much craft work as a problem to be solved which inspires its devotees with an enthusiasm

* Based on a paper read at the Annual Meeting of the Incorporated Association of Head Masters, January, 1935.

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similar to that lavished by " cross word " experts upon a pursuit not quite so noble ; it is this that gives it its high value as a " leisure " occupation.

In craft work, again, variety is essential if our objects are to be attained. Not only wood and metal work, but also bookcrafts, printing, a forge, a foundry even, should be available. Some of these crafts are suitable for quite young children, besides their basketry and cardboard work. Naturally, methods differ somewhat in the art and manual schools. More guidance may be needed in the latter if quantities of material are not to be spoiled : more supervision is necessary in order to prevent accidents. But the similarity is far greater than the difference, and our hope is that by means of all these pursuits the younger generation will grow up less prone to take a delight in mass-produced pleasures ; more able to bring to the support of the arts a public opinion, alive and informed by personal experience ; above all, armed with a priceless resource for the conversion of leisure into happiness.

It may be doubted whether arts and crafts are best approached as part of education for leisure ; their importance rests on a broader basis than their admitted value as recreation. This wider usefulness can be gauged from a study of Mr. Valentine Bell's brilliant report on the junior instruction centres, and of the work that is being done in the best of our senior and central schools, in which arts and crafts are being developed and, with them, a new technique to meet their special needs. There is progress along these lines, and, although the secondary schools will always have a curriculum with an " academic " bias, and must avoid anything like slavish imitation of other branches of education, yet they cannot afford to disregard what others are doing. It is not only that there are a considerable number of boys in the secondary schools who might be described as " non-academic " and who will learn more in the art school, the manual school and the science laboratory, than in the class-room : we have also to realize that the more academic type of boy—the linguist, the historian and the mathematician—have much to gain if their curriculum includes some amount of manual and art. They, too, need work besides literary composition, which is definitely creative. They, too, need some corrective for the long hours spent in purely intellectual tasks. It must have occurred to many parents as well as teachers, that any boy who really employed his maximum concentration for a school week of lessons and home work would, undoubtedly, end that week in an asylum. Fortunately, nature tempers the scholastic blast ; but, by introducing art and craft work at all stages, we deal with the problem more scientifically and secure a higher output of first-rate thinking during the time devoted to the " class-room " subjects.

Moreover, craft is no mere corrective : it has, as has already been stated, an independent value as a medium of education. It gives boys a great and useful opportunity first to obtain knowledge and ideas without the intervention of their teacher's mind : secondly, to test the accuracy and value of their notions in practice, instead of accepting an authoritative approval or disapproval from the dais. There is no branch of education in which the proof of the pudding is more obviously in the eating.

There are three main problems which remain to be solved by those who want to see a further development of the arts and crafts in school. The first is the matter of equipment, which involves considerable expenditure on appliances and sometimes also on buildings. This difficulty will become less as the value of these subjects is more generally realized. The second is the difficulty of finding good teachers for artistic subjects. The born teacher of English literature is the rarest treasure of the profession because his subject is essentially artistic and creative. Inspired teachers of arts and crafts will, for the same reason, always be scarce, but at least we should try to ensure that the training of those, who will give instruction in these subjects in the schools, shall be really thorough and effective. The third difficulty is the all pervading curse of a system of public examinations which effectively reduces to a minimum the amount of time which we may devote to these studies. Thus accused, examining bodies point, with an air of injured innocence, to their willingness to include these subjects in " Group IV " of the School Certificate Examination. *Timeo Danaos !* Wise teachers will not be tempted by this offer. Its acceptance would destroy much of the specific value of the best art and craft teaching, just as it is examinations that are the curse of the best teaching of English literature. Creative subjects are not examinable : they have to be warped and contorted to make them so. And, in any case, what we want is not more, but less examining.

These studies, therefore, should continue to receive a warm welcome in the schools. Without forgetting the primarily intellectual character of secondary education, we should realize that arts and crafts, properly used, can broaden the intellectual basis on which we build ; at the same time, they will be an essential ingredient of that more harmonious system towards which we are working and to which the best thinking of the day is urging us ; a system in which physical culture shall unite with the training of the mind and hand and eye to produce such a nation as Milton has described :

> " A nation not slow and dull, but of quick, ingenious, and piercing spirit ; acute to invent, subtle and sinewy in discourse, not beneath the reach of any point the highest that human capacity can soar to."

According to the Spring List issued by MESSRS. J. W. ARROWSMITH (LONDON), LTD., two new volumes in the Modern States Series under the general editorship of Prof. R. B. Mowat are being issued, dealing with Egypt and Turkey, by Lieut.-Col. P. G. Elgood and Mr. T. L. Jarman respectively.

* * *

The Record and Book-List issued by the CAMBRIDGE PUBLIC LIBRARY usually contains one or two interesting articles in addition to an annotated list of new books acquired by the Library. The December issue includes an article by Mr. Arthur B. Gray recording odd bits of the history of Cambridge of the 'eighties which will interest many besides old Cambridge men.

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In addition to a number of works of fiction and books of one-act plays, we notice in the Spring List prepared by MESSRS. GEORGE G. HARRAP & CO., LTD., an addition to the Romance of Knowledge Series, by Thora Stowell, on animals ; Mr. Ellison Hawks has added a chapter to his *Book of Electrical Wonders*, which is now to be sold at 5s. net. Messrs. Harrap have moved to new premises at 182 High Holborn, London, W.C. 1.

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The Spring List sent out by MESSRS. J. M. DENT & SONS, LTD., includes the announcement that Everyman's Library, having reached a total of 917 volumes, will henceforth include a large proportion of modern authors ; six volumes are to appear in March, by Henry James, G. K. Chesterton, D. H. Lawrence, H. G. Wells, George Meredith, and John Galsworthy, respectively. Eight volumes are being added in the first half of this year to the New Temple Shakespeare, edited by Mr. M. R. Ridley, and published at 2s. net each.

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THE CAMBRIDGE UNIVERSITY PRESS has issued a Spring List of announcements of books of the substantial character we associate with that Press, together with several school textbooks. Sir Arthur Eddington's *New Pathways in Science*, based on his Messenger Lectures at Cornell University last year, will no doubt attract many readers. Mr. Herbert Ward, formerly Chief Inspector for the Training of Teachers at the Board of Education, has prepared an account of *The Educational System of England and Wales and its Recent History*, while a small volume on Anglo-French History by various authorities is announced. Among the school books, there is a *General Science for Senior Schools*, by Mr. H. Webb and Miss M. A. Grigg, a geography for School Certificate by E. D. Laborde entitled *The World in Outline*, and Algebra, Part II, of the *Cambridge School Certificate Mathematics*, by Larcombe and Fletcher.

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Music in the School*

BY A HEADMASTER

THE title of this paper is far too spacious for me. I am no musician, in theory or in practice, but only a not very musical person, a pretty average member of the general public, who happens to have been a headmaster for some time, and who still retains some interest in his work. I have no theories about girls' schools; and I know that in boys' schools the problem is quite different among boarders and among day boys. Generally speaking, in this as in so many other subjects, the greatest difficulty in a day school is to find time, in a boarding school, to fill it. My recent experience is of a fairly large boys' day school, and that is the corner of the subject to which I shall confine myself.

Next, my main concern is with the average boy, not with the naturally gifted musician. This latter will work out his own salvation; nothing we can do will keep him away from music, and nothing we can do will help him very much. Perhaps the best we can do for him is to make him feel that he is neither an eccentric and slightly discreditable individual, nor a heaven-sent genius, but a fairly normal human being who has an attractive gift to add to the common stock. In any case he is just about as common as the boy who cannot be kept from Latin; the average boy is no more attracted to music, as a school subject, than he is to Latin, unless because the discipline in Latin periods is generally more strenuous. Can we make him feel that music is a joyful communal activity, in which almost any one may take a part and find enjoyment with no more than normal ability? It certainly seems to me that that is the job of the secondary day schools. It is no part of our business to train solo performers—we have neither time nor opportunity, and that is either a whole-time job or one that calls for a large employment of leisure time. We can perhaps give such folk the chance of joining with others—an opportunity which they may not too easily find for themselves. Once more, I am not speaking of boarding schools. If a boy spends his leisure time at school, the case is altered; but if at home, it is the home which should have to suffer.

Along these lines then, what can we do? It seems to me that there are two main ways of doing something. The first is to put music on the time-table; the second is to keep it off it. I admit that division of opinion on their value may not be unreasonable, but my personal preference is for the latter. I know that there are honourable examples of the success of the former method, but for real success I fear you need a teacher who is also a musician, and also a genius, three qualifications which do not invariably coincide. As most of us have to be content with only one of them, the second method would appear to be the simpler. I do not say the easier—it is not very easy. But I am sure that there are many advantages in making music as little of a school subject as is possible.

Some years ago, I spent some time going about asking musicians who knew something about day schools what they wanted us to do. May I say, in passing, that I found them extraordinarily sane—much saner than most other specialists I have met. Summing up long talks very briefly, they asked for one hour per week, to be divided as follows; twenty minutes communal singing, twenty minutes hearing, or hearing about music, twenty minutes musical dictation.

That appeared to be a practicable scheme, and I have tried to put it into operation. May I say a word or two about results so far.

The first and second are quite simple, they can be done by the whole school at the same time, and the time can be impartially stolen from all the other subjects and so need not appear on the time-table. In fact, most boys enjoy them partly because they think they are missing twenty minutes of something more unpleasant.

Communal singing does not necessarily mean shouting "John Peel" more or less in unison, and if it is to do any good it must not stop at that. Simple rounds, catches, canons, can follow almost at once; the musical people will readily pick up simple descants, and you will begin to get over the great difficulty of the average person about part singing, singing one thing while other people near you sing another. If you have school prayers, and a hymn forms part of them, you will naturally go on to try at four-part harmony; hymn tunes, all of which are arranged for four parts, offer by far the easiest approach to this; and offer most opportunities for practice elsewhere.

With regard to listening to music and musical talks, a good gramophone is of course the great stand-by, but there is no need to be tied down to this. The great difficulty, which there is no point in minimizing, is to find the musician who can talk simply, clearly, and without technicalities. Even a person like Sir Walford Davies is generally nothing like simple enough for an unselected school audience. This is the chance for the headmaster genius—most of us will have to listen to it poorly done, and reflect sadly that we couldn't do better ourselves. Wireless here, I am afraid, is little use—the average boy's attitude to wireless in school, and to films in school, is much the same as his attitude to school food—reserved and suspicious. He much prefers, and can get, something of the same sort which is not so good for him.

One point certainly becomes clearer to me every year—an unselected school audience should not be asked to listen to good music or a musical talk for more than twenty minutes; half an hour at the utmost. I have been astonished, in talking to boys whom I know otherwise than as a headmaster, to find not merely the boredom, but the active resentment produced by compulsory listening to excellent recitals of an hour to an hour and a half.

I have also been taken severely to task by my musical friends for this assertion. I should be delighted to think that I was wrong, but before I admit it, I must find the majority of a boys' school attending a musical recital which they know will last over an hour entirely without pressure and in their genuine leisure time. How many except the musicians will do this?

Musical dictation is much more difficult. It can only be done effectively in small sets. I do want to give average boys some idea of the elements of musical notation and theory, and at the right point they would be glad to have it. But then it would be very hard to keep it off the time-table. I must report no progress here at present.

So much for the musicians' demands on official or unofficial school time. What about the rest?

I am convinced by my experience of the last ten years that the solution of the problem of music in a day school is to have some form of musical activity in which every one is anxious to take part. Different schools solve this in different ways. I have heard for example of one or two English (boarding) schools and of a good many German schools where the school orchestra seems to solve it. But I should say the most practical for most day schools is a light opera performance.

Here, I am afraid, I cannot help reference to my own school. We have a tradition of this sort going back at least to 1872, and for many years the opera or operetta was a home production, book, lyrics, music and all. Many of them, with local allusions expunged, are in regular performance still by amateur societies. But for the last thirteen years we have done Gilbert and Sullivan. We are not necessarily bound to that, but it has two tremendous

* A paper read before the Incorporated Association of Head Masters, January 2, 1935.

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advantages. One is that all boys really enjoy it, and so do most audiences when it is well done, the other is that it enables you to keep at bay the amateur author who would have to produce his own work in whole or in part. There is perhaps a third, the very considerable help given by the D'Oyly Carte Company.

I do not wish to discuss school operatic performances in detail, but I can testify that the effect of one, really well run and reaching a high standard, is that every one is anxious to be in it, though it means very long hours of work in addition to full school time. No rehearsal is ever allowed to take place in school time, and except during the actual week of performance, scarcely any homework is excused. The competition, however, is tremendous, and the difficulty is to select people who are fit to be in the chorus.

This settles two other points. The first is the school choir which meets twice a week, out of school. Attendance is voluntary, but it is known that nobody who is wanted for it, and refuses, will be chosen for the opera. This, generally speaking, settles the problem of attendance, and the choir does very good work in training our coming people.

The other is quite unknown to me elsewhere, though I do not imagine that similar things do not exist, especially in boarding schools. It is called the House Musical Competition. About fifteen years ago some one gave us a cup for this, and the competition takes place late in the spring term—the opera is just before Christmas. Each house must present a programme of four items. One is choral; one or two simple part songs to be rendered by a house choir recruited, trained, conducted and accompanied entirely by house prefects or leading musical people in the house—no staff or outside assistance to be given in any way. The other three may be vocal, instrumental, or orchestral, but if the latter, the same conditions apply. The whole school is present as the only audience, but we get as distinguished an outside musician as we can to judge the competition. This is the only occasion in the year when the school is compelled to listen to music for more than twenty minutes, and takes place in school time—I regret it, but do not see how to help it.

The items other than choral turn out as a rule vocal—solo, duet, or quartet are all quite common—or piano, but there is quite a steady stream of others, varying from a really creditable performance on a mouth organ to the "Toy Symphony" produced by an ambitious house prefect. Original compositions come in from time to time, and are specially encouraged. Of course no practice is allowed in school hours, nor any homework excused for it.

It means a great deal of hard work for boys, and I sometimes have some grumbling, but thanks to the opera there is always a steady stream of people who have gone through the mill themselves, and are prepared to put through it any to be found in their houses who have any sort of voice. Their success of course varies, but the general standard is said to be good, and in twelve years at any rate, there has been no case of any house out of six failing to present its choir and its programme.

For one form of school musical activity, rather curiously, an operatic performance at a high standard in a day school does nothing—this is the school orchestra. It is impossible, in my experience, to entrust this side of the operatic work to the chances of school boy recruitment and competence. It may be possible in a boarding school—I do not know—but though we are always ready to recruit violins, &c., of a sufficiently high standard, we very rarely find them in the school. The whole effectiveness of the musical side of such a performance depends on a thoroughly competent orchestra. We once had a school orchestra, but, like Mad Margaret's affidavit—it died. I was quite content to let it die, because, though I want, and hope for one eventually, I didn't want one like that. One of the things which a school should be able to do is to give solitary players the chance of making music together—I am told it is about the greatest joy; but unless it is going to be music, they are not attracted.

Summing up, I believe the best, and almost the only, work we can do in day schools is to present music as a really enjoyable communal performance, open to almost any one who has a voice of sorts. The same thing applies to any one who is attracted to an instrument, and here, too, all the emphasis must go on the standard of competence necessary to join with others, and not on any idea of solo performance. If in addition people can get an absolutely elementary idea of the script and grammar of music, we have done a good deal—all we can hope, I fear, for the average person. I am not in the least concerned with musicians—they are not our business, except in so far as we can make them feel that they are useful members of a community, and not a race apart. It is the fun and the happiness of making music with others, even in the humblest way, that we want to drive home.

Foreign and Dominion Notes

GERMANY

"Blood and Soil."

"In response to requests from numerous foreign readers," the well-known quarterly *International Education Review* (Köln, single copy, 4 marks) prints (part III, 1933–4) several articles on National-Socialist pedagogics. The first place is given to "The Education of a Nation from Blood and Soil" (*Blut und Boden*), by Prof. Ernst Krieck, a prolific writer (since 1910) on the philosophy of education. The article, like others, is in German, English, and French. National-Socialism (it is explained) is based on a new view of life. This involves a new view of history, a new biology, and a new education. Hitherto the chief shapers of the nation's destiny have been blood and soil—blood, builder of the body and source of the spirit; soil, the source of life and the seat of the spirit. These twain must now be made the chief shapers of the building of the future, of the nation's education. Education, indeed, finds its opportunity "in the space between the vital forces of destiny and the conscious design of life."

We quote (much abridged) the other essential passages: "With the national revolution, moulding the character and forming the will of the future generation has become the main task of education. To hand over this task to the school in the manner of traditional pedagogics would be a fatal mistake. The school must educate by placing before its pupils the national idea of duty, and by instructing and training them in the nation's great task. This must be done through the gates of understanding, of insight, of heroic conduct, and of discipline of the will; and must be based upon foundations in which character shall take firm root. There must be no slipping back into the time-worn error of all rationalistic eras that it is possible to 'teach virtue.' If the school tried to become the exclusive educational moulder of the nation's youth, it would lose its character and natural power of action."

"In the future, the totalized national State will become the bearer of the people's spiritual wealth, and the supreme leader of the whole nation and its youth. This demands a general educational re-organization, in order to enable the school to work at its own special task of training character, and in order to bring its aim into line with the other forms of national education." Among the "other forms" are the Leagues of Youth, and the Defence Sport Clubs (*Wehrverbänden*), now grouped together as the Hitler Youth—"whose educational task, based on a new scale of values—honour, loyalty, self-reliant character, national spirit—is to teach active self-defence together with the whole programme of physical exercise and creative activities." Thus "from blood and soil grows the man who feels the bond of race, the man with military bearing, with a disciplined single political will, and with the heroic way of living." This new education, however, "will only be effective, if the whole shape of society, especially the family, the professional classes, and the churches, are all put on a new footing and brought to help in the creation of an inspired

(*Continued on page* 138)

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national political body, with a new form of life based on social equality and social justice. Thereby will the German people fulfil their mission to mankind."

Education and Politics.

We are glad to welcome our old quarterly friend, *Forschungen und Fortschritte*, in its new English dress —*Research and Progress* (Berlin, single copies, 1s. 6d.). This English edition (the German will still continue) is addressed especially to " scientific circles in the English-speaking world, who of late have found it increasingly difficult to keep in touch with the work being done in Germany." Of special interest in the copy before us (January) is an article by the Professor of Philosophy and Pedagogy in the University of Berlin on the Political Personality as an Aim in Education. We quote the English translation verbatim : " In Germany to-day people expressly profess the aim of education to be political. . . . At all times the education of man to become a political personality—an ideal which appears very frequently and most emphatically in the human mind—has meant a development of the will to power, in one sense or another, pre-supposing in the individual as the centre of his life a disciplined will, ennobled in the school of obedience toward the ethical art of commanding. . . . Thus a State-supporting personality is to be formed, who may some day rise to a personality commanding the State. . . . There is evidence in the history of education that a State-supporting personality appears in three types—the military, the legal, and the rhetorical. . . . In Germany to-day the political personality bears a peculiar mark of his own. The renewal of our people goes back to its vital biological roots. Our national strata are being recast and reversed, our social structure fundamentally changed. The new form demands a decided discipline of the will for its basis, beginning with the health of the body and the instincts, and rising to a defensive capacity, to a type of man which should never be called warlike or menacing, because its intention is to realize the eternal form of soldierly attitude in the entire sphere of life, not in a professional military sense."

" The spirit of self-sacrifice, a readiness to serve, and a consciousness of being deeply connected with the nation as a whole—these are the fundamental virtues which are to support the State. . . . This does not mean a depreciation of the individual. . . . For a generation, a nation, even a State, only lives as long as they make the whole of their individuals now living the vessel of their values and representatives of their spirit. The moral focus of the will, of decision, of discipline, always rests with living souls, in whom the divine spark must first flare up, if it is to kindle the great fire of the common spirit. . . . Education of the political personality means neither the mass-being nor the individual without a soul—ever and alone that point in life where there is a connexion with God. . . . ' Political personality ' is the name of a person conscious of moral ties and obligations. It is based on an ethical ideal which the best representatives of the nation have anticipated in former times. To-day it is perceptibly and effectively being appropriated by a youth that is ready and eager to accept real responsibility."

At least one reader, with all the goodwill in the world, finds both these Apologias, so far as intelligible, entirely unconvincing. The good is not new. The new is not good. And what irony in that " social equality and social justice "! " Hath not a Jew (and, equally, a Christian—socialist, pacifist, or internationalist) organs, dimensions, senses, affections, passions ? "

Correspondence

WIDENING THE BASIS OF HOUSE COMPETITIONS

There are many advantages in Mr. T. G. Powell's scheme of Widening the Basis of House Competitions. The House system in a day school is bound to be artificial, but it does produce a marked effect upon spirit and keenness. Moreover, loyalty to the smaller group engenders fuller loyalty to the greater community. A pupil who will not let his house down will not easily let the school down either. Where the school is fortunate enough to possess or be able to acquire an array of cups and trophies, not only for games, athletics, swimming, and academic work, but for craft, music, elocution, &c., the house system can permeate almost the whole of school life. Every pupil can then feel that he has something to give his house. Every house can expect something from each of its members. Houses have their ups and downs, but a lean period in sports may be compensated by particular talent in other directions, and the house maintains its heart and keenness by seeing its efforts rewarded in one sphere, if not in another. The wider basis of house activities also avoids the worship of mere athletic prowess, with its distorted sense of values ; and the pupil realizes that it takes all sorts to make a world, and acquires the virtue of tolerance.

Latymer School, Edmonton, N. 9. V. S. E. DAVIS.

THE CENSORSHIP OF SCHOOL-BOOKS

Your leader under the above title in the February issue of *The Journal of Education* very properly condemns the threat of the London Labour Party to secure in the interests of party propaganda the revision of the list of approved books eligible for use in the rate-aided schools of London. It gives some horrid examples from the Continent and America of the prostitution of education to party-political purposes.

It might very well have added some further examples from the recent history of the London County Council itself. For, as you remark, the existence of " that fatal and exclusive list of approved works " is a constant inducement to zealous partisans to try to secure the immense advantage of admission to its privileged columns. The mention of three notorious post-War attempts of this kind is probably all that your space will allow. I will touch upon them as briefly as possible.

The first was comparatively harmless. In 1921 a body of Communists presented themselves before the Education Committee of the L.C.C. and contended " that it is of the first importance that the youth of London should have a sound knowledge of that wonderful occurrence, the Russian Revolution," and " recommended the Council to issue a short history, preferably by Communists, or at least compiled mainly from Communist source."

The second effort was more formidable. It was made in 1927 by that worthy and well-meaning body, the League of Nations Union. And it was nation-wide in its scope. It announced that steps were being taken to " ensure that no education authority fails in this business of making known the League and the Covenant to children in its schools " ; it issued a warning that " unwilling or uninterested masters and mistresses must not be entrusted with presenting the new material," and it explicitly stated that the object of its activities was to effect " a change of feeling and a change of purpose " in the future citizen of the country. In pursuit of its aims, it instituted a drastic inquisition into the textbooks commonly used throughout the schools, and it caused new textbooks to be written redolent of its propaganda.

Finally, there came the emissaries of the Catholic Church. Wrote *The Universe* : " If the Minister of Education yields to the League of Nations Union and approves the bias it desires in the history teaching, Catholics might also approach him to see if he cannot help them to get rid of the anti-Catholic bias, the distortion of facts, and the prejudiced views so prevalent in textbooks and history readers." In accordance with this suggestion, the Westminster Catholic Federation set to work and prepared an enormous report—which, when printed, extended to over 1,400 pages—displaying in elaborate detail the alleged " false statements, offensive to Roman Catholics, that occurred in the history-books used in the L.C.C. schools." The Education Committee of the L.C.C. on this occasion felt itself unable to do anything in the matter, and suggested that any complaints should be made to the publishers of the criticized books. As a result, the publishers and authors had an exceedingly harassing six months in 1929.

The present assault of the London Labour Party upon the L.C.C. fortress is incomparably more dangerous than any of its predecessors. For Mr. Herbert Morrison, the Secretary of the London Labour Party which makes the attack, is also the leader

(*Continued on page* 140)

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of the dominant majority in the L.C.C. itself. Hence the commander of the assailants is also the keeper of the citadel assailed. Obviously, then, there will be no defence, unless educational and public opinion expresses itself with unmistakable clarity and force. What may happen is: the sub-committee of the London Labour Party presents its report to the Executive Committee; the Executive Committee (per Mr. Morrison) forwards its demands to the L.C.C. Education Committee; the L.C.C. Education Committee (under Mr. Morrison's instructions) accepts the demands and passes them for confirmation to the L.C.C. which (under Mr. Morrison's leadership) confirms them.

Truly, in education as in the spheres of religion and politics, the price of liberty is eternal vigilance. Oh, that the L.C.C. would abolish that "fatal list" and revert to the practice of almost every other educational authority in the country!

A. FREEMAN.

I have read the leading article in the February issue of *The Journal of Education* on the subject of "Censorship of School Books."

I have no desire to enter into the controversy about school textbooks. Mr. Morrison has already stated the broad facts in regard to the issue raised by Mr. Jenkyn Thomas. There is, however, a serious misstatement in your leading article which I feel it my duty as Chairman of the Education Committee to correct.

It is not true that the requisition list of books is "exclusive, so that no teacher may choose a book that is not 'approved'"; nor is there a "positive prescription of textbooks." The word "approved" is not even used in the title of the Requisition List or in the preface which is given for the guidance of teachers. Indeed, far from suggesting that the list is exclusive, special mention is made in the preface of the fact that requisitions by teachers for books and apparatus not upon the lists are considered on their merits.

A glance at the comprehensive nature of the list is enough to dispel the suggestion that there is "positive prescription." Only those books which are regarded as educationally unsound or unsatisfactory in format, price, &c., are excluded, and head teachers are allowed absolute freedom in the selection of books and material from the list, corresponding to the freedom which they enjoy in regard to curriculum and methods of instruction.

Further, the list is periodically revised and kept up to date by the Books and Apparatus Sub-Committee of the Education Committee; but the preliminary work of revision is done by advisory committees and panels of inspectors and teachers constituted in the ratio of two teacher members to every inspector.

EVELINE M. LOWE.
Chairman of the Education Committee.

The County Hall,
London, S.E. 1.

We can assure Mrs. Lowe that we have no desire to be unjust to the assistance afforded to teachers by the L.C.C. Education Committee, and that our criticisms were directed to the introduction of political pressure in educational fields. Mrs. Lowe says that the L.C.C. list of textbooks is not "exclusive," yet she admits that certain books "are excluded." The purpose of the resolution of the London Labour Party to which Mr. Jenkyn Thomas took exception was definitely to exclude certain books and replace them "with books of a more impartial character," which apparently meant books "free from capitalistic, patriotic, and militarist taint." Mr. Jenkyn Thomas's contention, with which we are in entire agreement, is that it is not the function of any political party to determine what books shall or shall not be used in rate-aided schools.

We made no suggestion whatsoever that there is any "positive prescription" of textbooks by the L.C.C. Education Authority.

THE EDITORS.

ERRATA.—In the leading article on the above subject in the February issue of *The Journal*, page 84, column 1, line 1 from bottom, for "avenues" read "avernus," and line 4 from bottom, for "inundated" read "eliminated."—THE EDITORS.

University and School Holidays and Functions

SUPPLEMENTARY LIST

	EASTER VACATION	OTHER FUNCTIONS
Abingdon School ..	Mar. 27 to April 29	
Bradfield College ..	April 1 to May 3	
Charterhouse	April 2 to May 3	
Farringtons, Chislehurst	April 9 to May 9	Entrance Scholarship Examination, April 3–6.
King's School, Rochester	Mar. 30 to April 30	Athletic Sports, Mar. 23.
Lancing College ..	April 3 to May 3	School Sports, April 1 and 2. Achilles Club (Relays), Mar. 16. Bedford and Charterhouse (Relays), Mar. 23. Eton and Stowe, Mar. 26.
Loughborough Girls' High School	April 11 to May 8	
Manchester Girls' High School	April 12 to May 2	
Mary Datchelor Girls' School	April 4 to May 1	
Norwich School.. ..	April 2 to May 3	
St. Monica's, Tadworth,* Surrey	April 4 to May 1	
St. Swithin's School, Winchester	April 4 to May 8	

* Given in error as Epsom in the February issue.

Varia

THE OXFORD BOOKS FOR PRIMARY AND SENIORS SCHOOLS for 1935 is a useful classified and annotated list of textbooks, leavened by occasional reproductions of specimen illustrations. New books and those "adopted" by the London County Council are specially marked.

* * *

The British Science Guild has inaugurated a new series of lectures to pupils from secondary schools for girls in London, with the object of promoting interest in science and its everyday applications. The first of the series will be given by Mr. C. C. Paterson, O.B.E., Director of the Research Laboratories of the General Electric Company, who will lecture on "The Electron Liberated: its Industrial Consequences." The lecture will be given to pupils from schools north of the Thames on Monday, March 25, at 5 p.m., in the Lecture Theatre of the Institution of Electrical Engineers, Victoria Embankment, London, W.C. 2, and will be repeated to the group of schools south of the river on Wednesday, March 27, at the same hour.

* * *

JOSEPH PAYNE LECTURES.—A course of three lectures, provided by the College of Preceptors, on "Some Aspects of Indian Education, Past, Present, and Future," will be given at the Institute of Education, Southampton Row, W.C. 1, by Sir Philip Hartog, K.B.E., C.I.E. (late Chairman of the Auxiliary Committee on Education of the Indian Statutory Commission), at 5.30 p.m. on Friday, March 1; Monday, March 4, and Wednesday, March 6, 1935. Syllabus: Lecture I, Mainly the Past. Lecture II, Mainly the Present. Lecture III, Mainly the Future. Admission will be free, without ticket.

* * *

PARENTS' NATIONAL EDUCATIONAL UNION.—The Thirty-Seventh Annual Conference is to be held on Wednesday, March 13, 1935, at Millicent Fawcett Hall, 46 Tufton Street, Westminster, S.W. The Conference is open to all who are interested in education, not only to members of the P.N.E.U. Papers to be read include: Discussion on Parents' Union School Work in the Home and the Training and Teaching of the Pre-School Child, by Mrs. Egerton Evans, of Madeira; "A Plea for Individual Thinking," by Elizabeth Cambridge; "Balance in Education," by Miss H. E. Wix (Headmistress of Overstone School, Northamptonshire); "Religion in Education," by Mr. Spencer Leeson (Headmaster of Merchant Taylors' School, and Headmaster-elect of Winchester); "P.N.E.U. Work in a Public Elementary School," by Miss Hewlett (Headmistress of Blockly Girls' Church of England School. For further particulars apply to the Secretary, 26 Victoria Street, S.W. 1.

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Personal Paragraphs

THE Council of the Church Schools Company has appointed Miss N. M. Horobin, of St. Mary's School and Training College, Lancaster Gate, to succeed Miss M. Williams as Headmistress of the Dulwich High School.

* * *

MISS MARGERY LOCKET has been appointed Director of the Gaumont British Instructional Films Bureau—an advisory department instituted to be of service to education authorities and teachers. Miss Locket is well known for her interest in the cause of educational films.

* * *

MR. A. E. JEFFERY has been appointed as Principal and Headmaster of the Gravesend Technical Institute and Junior Technical School in succession to the late Mr. G. V. Burgess. Mr. Jeffery, who is at present the Acting Principal of the North-Western Polytechnic, London is also Headmaster of the Junior Technical School. He was formerly Senior Assistant Master at the Gillingham Technical Institute, now the Senior Department of the Medway Technical College.

* * *

MR. P. S. NEWELL has been chosen to succeed Mr. J. R. Eccles, who retires from the Headmastership of Gresham School, Holt, at the end of the summer term. Mr. Newell is an old boy of Uppingham and an Exhibitioner and Scholar of Emmanuel College, Cambridge. He obtained a first-class in Part I Maths. Tripos and a first in the Mech. Science Tripos. He returned to Uppingham as a master in 1925 and in 1925 migrated to Repton, where he is at present Senior Mathematical Master.

* * *

MR. J. R. EDWARDS, Headmaster of Wrexham County School, has been appointed to succeed the Rev. H. H. Symonds as Headmaster of the Liverpool Institute. Mr. Edwards is a former pupil of the Manchester Grammar School and went to University College, Oxford, with an open classical scholarship. He graduated with 2nd class Lit.Hum. in 1920. After experience as an assistant at Hastings Grammar School, Chigwell School, and Merchant Taylors' School, Crosby, he was in 1931 appointed Headmaster at Wrexham.

* * *

MR. W. JENKYN THOMAS, Headmaster of Hackney Downs School, has given notice of his intention to retire at the end of the summer term. Mr. Thomas is an old boy of Friars School, Bangor, and obtained a first in the Classical Tripos, 1891, from Trinity College, Cambridge. For five years he was a lecturer in classics at University College, Bangor; he then became Headmaster of Aberdare County School, a post which he filled for nine years. In 1905 he was appointed to Hackney Downs, then known as the Grocers' Company's School. He is at present President of the Head Masters' Association—for the second year—having previously served as Joint Hon. Sec. for over twenty-one years; headmasters generally will remember his collaboration in office with Mr. R. F. Cholmeley. Mr. Thomas is also Leader of the Teachers' Panel of the Burnham Secondary Committee, and Chairman of the Joint Committee of the Four Secondary Associations.

* * *

THE sudden death of Dr. Augustus O. Thomas, in Washington, on January 30, is a very serious loss to the World Federation of Education Associations and to the cause of better understanding among nations. As Commissioner of Education for the State of Maine, he was an outstanding figure in the educational life of the United States. He was one of the founders of the World Federation and was its President from 1923 to 1931. On retiring from the office of President he accepted the post of Secretary-General of the Federation and continued to devote his whole energies to the cause which he had made his life's work. A man of great personal charm, and intensely convinced of the importance of education in promoting the peace of the world, he found it easy to impress this conviction on others, and even those who were not convinced could not help but admire and respect his enthusiasm. He was looking forward with great interest to the International Congress to be held at Oxford this summer and was expecting great results from it. His presence will be sadly missed by those who knew him, but his memory will remain as an inspiration to his fellow workers to carry on the task at which he had laboured so faithfully.

* * *

THE news that Lord Eustace Percy has accepted the invitation to become Chairman of the Teachers Registration Council in succession to Lord Gorell is very welcome. We have not always seen eye to eye with Lord Eustace, but there is no questioning his great ability and his profound interest in education. When he was President of the Board of Education, a Labour M.P. once remarked in our hearing, "Percy knows his job," and this tribute would be endorsed by men of all parties. The Teachers Registration Council will be particularly glad to have Lord Eustace as its spokesman in putting its views before the Board of Education. The delicate discussions which are likely to arise as the result of the claims put forward by the Teachers Registration Council for greater professional standing for teachers will take place in a better atmosphere if Lord Eustace is present. We are not suggesting that Lord Eustace will be any less free than before to put forward his particular views on education, which deserve consideration in any discussion. But his acceptance of the chairmanship does imply a general sympathy with the aims of the Teachers Registration Council which we are very glad to see signalized. The Council has honoured both itself and Lord Eustace Percy in issuing this invitation, for the choice could not have been more happily made.

ONLOOKER.

POLYGLOT BRAILLE.—Braille books now being printed by the National Institute for the Blind include *La Vie de Disraeli* in French, a Welsh novel, a short story in Italian, a new Spanish reader, two Latin textbooks, the New Testament in Greek, and a work on Esperanto. In the manuscript department, volunteer writers are transcribing books in Anglo-Saxon and medieval French and German.

* * *

ASLIB CONFERENCE.—The Association of Special Libraries and Information Bureaux (ASLIB) is to hold its Twelfth Annual Conference at St. John's College, Cambridge, during the week-end beginning Friday, September 20. An attractive programme of lectures and local visits is being arranged. Particulars may be obtained from the Secretary of the Association, 16 Russell Square, London, W.C. 1. Sir Richard Gregory, Bart., F.R.S., has agreed to accept re-nomination as President of the Association for 1935–6.

* * *

EDUCATIONAL TOUR TO GERMANY, EASTER, 1935.—Under the auspices of the German Ministry of Education, the Deutsche Akademische Austauschdienst (in whose hands the German arrangements lie) in conjunction with INTERNATIONAL HOLIDAY STUDY TOURS is arranging a visit to Germany during the Easter vacation, in two sections, one visit lasting seventeen days, the other twelve days. An extremely cordial welcome is extended by the German educational authorities to all members of the British Teaching Profession and other educationists. The Ministry for Education intends to receive the guests in Berlin, and many other official receptions will take place in university and other cities. As the Berlin schools will be in session, full facilities for observing German teaching methods will be given, while highly placed German educationists will give a résumé of their system and of the new note in German national education. The route of the tour lies through some of the loveliest regions of Germany—the Rhineland and Thuringian forests, while the old-world atmosphere of such cities as Weimar and Rudolstadt contrasts vividly with the intense modernity of Berlin. Further information may be obtained from International Holiday Study Tours, 60 Torrington Square, London, W.C. 1.

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Prize Competitions

The winner of the February Competition is "Yendu," *proxime accessit* "Fidelis."

The winner of the January Competition was Miss Rose M. Fitzpatrick, The Poplars, 21 Bruce Road, Pollokshields, Glasgow, S. 1.

We classify the seventy-nine versions received as follows :

Class I.—Yendu, Fidelis, Inverarity, Catulus, Woodlea, Silsden, Strix, Martin, Urbanus, Trina, Katty Ann, Marcus, Sussexia, Calamine, Winton, Bésigue, Thossux, Château d'If, M. S. D., Phlogiston, F. H., Dante, Emjay, Memus, F. S. C., Beachy Head, Atossa, Wispamor, Pheasant, Nautilus, R. E., Manvers, Mascarel, Als ob, Winter, Itzehoe, Bonsecours, H. L. R., Old Trident, Signy, Carth, Ekroy, Ex or, Nochmals, G. E. M., R. W., Saa, Rico, J. E. M., ὡς ταχιστα, E. L. B.

Class II.—Leander, Nix, Chauve-souris, Studious, Corydon, A. P., Beetle, Grec, V. N., B. G., Double E., Perrichon, Solitaire, Brightonian, Onyx, Petit Pierre.

Class III.—E. J. R., Johnny-Head-in-Air, M. B., Ancilla, Riggal, E. H. S., Meruisse, D. Y., Desdichado, D. S. S., Pink Hyacinth, L. E. C.

EXTRACT FROM "EDOUARD VII ET SON TEMPS," BY ANDRÉ MAUROIS. (PARIS-EDITIONS DE FRANCE)

Ce Budget du Peuple comportait des taxes plus élevées sur les héritages et des taxes sur les terres. Comme en France, les propriétés étaient alors taxées sur des valeurs fictives. Lloyd George proposa de rétablir les valeurs réelles. . . . Il appelait cet impôt : taxe sur les hausses non gagnées.

Pourquoi, par exemple, les propriétaires du sol recevaient-ils huit millions de livres par an en redevances minières ? Ils n'ont jamais mis le charbon dans le sol. Ce ne sont pas eux qui ont planté ces grands rochers de granit dans le pays de Galles. Et pourtant ils exigent, comme droit de péage, pour accorder à des hommes la permission de risquer leur vie sous leurs terres, huit millions de livres par an. Nous proposons de placer le fardeau sur les plus larges épaules. . . . Les financiers disaient que le budget de Lloyd George était "techniquement absurde." Tous les grands seigneurs lésés se plaignaient au Roi. Celui-ci . . . transmit au Premier Ministre les plaintes qu'il recevait ; Asquith envoya Lloyd George au Palais. Le Roi reçut cordialement le Chancelier de l'Echiquier ; celui-ci développa sa thèse : "Il lui fallait des recettes ; les classes dirigeantes souhaitaient une marine forte, mais elles ne voulaient pas en faire les frais. Les classes populaires attendaient les pensions pour la vieillesse qui leur avaient été promises. Où trouver l'argent ?" Le Roi réfléchit, puis, fort de l'experience de quarante années de budgets britanniques, demanda : "Ne pouvez-vous pas mettre cela sur le sucre ?" Lloyd George expliqua que les libéraux, élus comme libre-échangistes, ne pouvaient taxer une nourriture essentielle. "*Yes, yes,*" dit le Roi de sa grosse voix, avec bienveillance, "*that is so. That is so.*" Il réfléchit un peu, puis suggéra : "Ne pouvez-vous pas mettre ça sur le thé ?" Lloyd George lui fit remarquer que le thé était le seul luxe des pauvres gens. "Alors il ne faut pas," dit vivement le Roi. Et là s'arrêta l'opposition de la Couronne.

TRANSLATED BY "YENDU"

This "people's budget" involved higher estate duties and taxes on landed property. As in France, landed estates were then taxed on their nominal values. Lloyd George proposed to restore the real values. . . . He called this levy : tax on unearned increments.

"Why, for example, did the landowners receive eight millions a year in mining royalties ? They didn't put the coal in the ground, they didn't plant those mighty granite rocks in the soil of Wales, and yet they demand a toll of eight millions a year for allowing men to risk their lives below the surface of their domains. We propose to place the burden on the broadest shoulders. . . ." The financiers said that Lloyd George's budget was absurd from the point of view of construction. All the great nobles who were hit made complaint to the King. He passed on the complaints he had received to the Prime Minister ; Asquith sent Lloyd George to the Palace. The King received the Chancellor of the Exchequer with cordiality ; the latter explained his case in detail : "he must have revenue ; the upper classes wanted a strong navy but were unwilling to pay for it. The people expected the old age pensions which had been promised them. Where was he to find the money ?" The King considered, then, relying upon the experience of forty years of British budgets, asked : "Can't you put a tax on sugar ?" Lloyd George explained that the Liberals, elected as free-traders, couldn't tax an essential food. "Yes, yes," said the King, good-humouredly, in his deep voice, "that is so. That is so." He thought a minute, then suggested : "Can't you put it on tea ?" Lloyd George pointed out to him that tea was the one luxury of the poor. "Then it mustn't be done," said the King quickly. And there the opposition of the Crown ceased.

We note that the French passage was too easy for our clever friends, hence the surging crowd in Class I. We hasten to add, lest Classes II and III should feel unduly cast down, that Class II began with two faults or four halves, and Class III with four errors. We confess it seems arbitrary to put only two errors already in Class II, but we must classify somehow.

A good deal of difference of opinion raged over *taxes . . . sur les héritages*. This was never actually mistranslated, but too many competitors just translated it, without bothering to think out the customary word. We accept *estate duties* or the more colloquial *death duties*, but no other rendering. We deduct half a mark for *succession duties*, and a whole mark for all cumbersome renderings such as *tax on inherited property, inherited wealth, hereditaments, property tax*, and so on.

Fewer competitors tripped up over *unearned increment* but even so, too many. Some translators used the word *estates* for *les propriétés* ; but this made their sentence ambiguous, coming so soon after the other meaning of *estate* in *estate duties*.

We had far less sympathy with another error, perpetrated by no less than thirty competitors. They translated *les plus larges épaules* as *broader shoulders*, entirely overlooking the force of *les*. "Manvers" left it out altogether, and "Leander" gave a free rendering—*those who are thriving*.

Some competitors tripped up over *des recettes*. "Old Trident," "Studious," "Ancilla," "Nochmals," "Meruisse," "Double E," "Wispamor" rendered it *receipts*, which is too ambiguous. "Corydon" and "M. B." *returns*, "J. E. M.," "Grec," and "Rico" put *an income*, which gave a personal flavour to the need, and a new-comer, "Riggal," in a quite good version, put the surprising rendering *Collectors' Offices*.

"Winter," "Dante," and "Meruisse" translated *Budget du Peuple* as *popular budget*, a meaning by no means implicit in the term. "Memus," influenced by recent politics, called it the *National Budget*.

Techniquement absurde, put in quotation marks in French, no doubt because it was a literal translation from English, became a stumbling-block to three writers, "Ex or," who put *unsound in principle*, "Beachy Head," *actuarial absurdity*, and "Meruisse," *systematically preposterous*.

We do hope to see "Woodlea" gain a prize ere long. His work is so consistently good, and yet just falls short of being excellent by inattention to small points. "Nautilus" writes distinguished versions. This month we thought it a mistake to transpose the English version into the present tense. We hope great things of the young "Wispamor" and "ὡς ταχιστα" ; their work is most promising.

"Beetle" was in a slapdash mood. "V. N." does not take the same trouble over prose as she does with her very poetic verse translations. "D. S. S." and "Riggal" gave a curious archaic flavour to their versions by using capital initials for all nouns. We thought this style unsuited to a modern political passage.

(Continued on page 148)

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The Journal of Education

"SCHOOL EXAMINATIONS SURVEYED"

Introduction. By Sir Philip Hartog, K.B.E., M.A., B.Sc., L.-ès-Sc. (Paris), &c., Director of The International Institute Examination Inquiry. (*January*, 1934)

EACH OF THE FOLLOWING ARTICLES DEALS WITH A PARTICULAR SUBJECT, AND CONSIDERS THE REQUIREMENTS OF AN EXAMINATION THEREIN SUITABLE FOR PUPILS OF SCHOOL CERTIFICATE EXAMINATION AGE. TO THAT END CONSIDERABLE ATTENTION IS PAID TO THE FORM AND SCOPE OF THE QUESTIONS PUT.

THE SERIES CONTAINS MATTER OF PRACTICAL USE TO ALL CONCERNED WITH EXAMINATIONS.

English Essay. By Mr. A. M. Walmsley, M.A., Northampton School. (*February*, 1934)

Classics. By Mr. F. R. Dale, D.S.O., M.C., M.A., City of London School. (*March*, 1934)

Modern Languages. By Mr. A. M. Gibson, M.A., Liverpool Collegiate School. (*April*, 1934)

History. By Mr. F. C. Happold, D.S.O., M.A., Bishop Wordsworth's School, Salisbury. (*May*, 1934)

Mathematics. By Mr. A. Lea Perkins, M.A., L.C.P., Head of the Mathematical Department, Varndean School, Brighton. (*June*, 1934)

English Literature. By Mr. A. M. Walmsley, M.A., Northampton School. (*July*, 1934.

Handicrafts. By Miss Kate L. M. Welch, Art Mistress, North London Collegiate School. (*August*, 1934)

Physics. By Mr. J. Cottingham, B.A., Senior Physics Master, Barnsley. (*September*, 1934)

Geography. By Mr. C. B. Thurston, B.Sc., F.R.G.S., Headmaster, County School, Isleworth. (*October*, 1934)

Chemistry. By Mr. J. H. Davies, Ph.D., Headmaster, Deacon's School, Peterborough. (*November*, 1934)

Music. By Miss Donington, Senior Music Mistress, Mary Datchelor Girls' School. (*December*, 1934)

General Science. By Mr. S. V. Brown, M.A., Liverpool Institute. (*January*, 1935)

Biological Science. By Mrs. E. J. Hadfield, M.Sc., North London Collegiate School. (*February*, 1935)

LONDON: Mr. WILLIAM RICE, LUDGATE BROADWAY, E.C. 4

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We were amused by " D. Y.," who tells us that *Lloyd enlarged on his theory*. Surely *David* would have sounded more friendly.

Our thanks are due to " Signy " for the following note : " The gentle fun and ' fairy-tale ' quality of Maurois' account of L.G's interview with the King shield it from serious criticism, but ' Signy ' would like the P.E. to explain the *rochers de granit*. Neither Littré nor Larousse suggest that it can cover slate—the latter being metamorphic and the former probably igneous. A geologist says that Anglesey is the only place in Wales where granite is found in any quantity, so it would seem that slate would have been of much more importance to the Chancellor of the Exchequer's argument."

The P.E. begs to be excused ! Surely " Signy's " own epithet *fairy-tale* is sufficient explanation. But we admire " Signy's " critical discernment.

" J. E. M." asks where Maurois' book can be obtained, and the cost. We think any bookseller would procure it, but we either borrow from Mudie's Library or buy through Messrs. Bailey Bros., Ltd., 32 Ludgate Hill, E.C. 4, who are very prompt and reasonable. This particular book was lent us in a convent where we were examining. We think it was marked 12 francs, and if so it would cost 3s. 8d. in English money.

We encroach on *The Journal's* space to share with our friends an amusing story sent us by " Atlantis " last month. He had explained that his word *transient* used as a noun was far-fetched, because he brought it from British Columbia, where a citizen complained of the nuisance caused by transients camping on his ground, but the local Council said they could not help him. So " Atlantis " told him this story : A farmer in Georgia, being similarly troubled, put up the following :

NOTIS

Trespassers on this proppurty will be persecuted to the full extent of two mongrel dogs which ain't never been known to be overly soshibil with strangers and one shot-gun which ain't loaded with no blooming sofy pillers. Dam if I ain't sick of all this hell-raising on my proppurty.

A Prize of Two Guineas is offered for the best translation into English verse of the following poem by Ricarda Huch :

SEHNSUCHT

Um bei dir zu sein,
Trüg' ich Not und Fährde,
Liess' ich Freund und Haus
Und die Fülle der Erde.

Mich verlangt nach dir,
Wie der Flut nach dem Strande,
Wie die Schwalbe im Herbst
Nach dem südlichen Lande.

Wie den Alpsohn heim,
Wenn er denkt, nachts alleine,
An die Berge voll Schnee
Im Mondenscheine.

Initials, or a nom de guerre, must be adopted by ALL competitors, but the prize-winners, and the competitors awarded the second place, will be required to send real names for publication if necessary.

No competitor will be awarded a prize more than ONCE during a given year, though the name of the competitor gaining first place will be published each month.

All entries for this month's competition, which must be accompanied by the coupon printed on page 127, must reach the office by the first post on April 1, 1935, addressed " PRIZE EDITOR," The Journal of Education, Three Ludgate Broadway, London, E.C. 4.

Prize Essay Competition

ENGLISH COMPOSITION

The Editors offer the following prizes for the best essays written in English by boys or girls attending secondary schools in Great Britain or Ireland. For Senior Candidates 14 years of age and over, two prizes, a first and a second, in books to be chosen by the successful competitors to the value of £1 1s. and 15s. respectively : for Junior Candidates, under 14 years of age, two prizes, a first and a second, in books to the value of 15s. and 10s. respectively. Not more than three essays should be sent in from one department of a school (Junior and Senior), the selection at this stage being made by the form-masters or mistresses concerned. If more than the prescribed number are presented the names of the candidates will be arranged alphabetically, and those in excess of three Seniors and three Juniors will not be considered. The final awards will be made by the Editors, whose decision shall be final.

ESSAYS FOR THIS COMPETITION ARE DUE ON MARCH 6, 1935.

On the outside cover of the essay should be written :

1. The Candidate's full name in block letters.
2. The Candidate's age last birthday ;
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On the top left-hand corner of the envelope containing the essay (or essays) should be written " Essay," and it should be posted to :

MR. WILLIAM RICE,
The Journal of Education,
Three Ludgate Broadway, London, E.C. 4.

THE NATIONAL BOOK COUNCIL, 3 Henrietta Street, London, W.C. 2, has prepared a classified and indexed list of fifty-six pages of its library of " Books about Books." It is stated that the library now contains more than 700 works on books and book-making in all its aspects. The list is sent free to members of the Council (extra copies 1s. each) ; non-members can obtain copies at 2s. 6d. a copy.

* * *

NEW INSTRUCTIONAL FILMS.—Two new films—" Plums that Please," and " A Modern Apple," both single reels, have been added to Western Electric's ever-increasing 16 mm. sound-on-disc film library, and are now available for school showings through the " all-in " hiring service. These films have been made by the Ministry of Agriculture and Fisheries, and vividly portray the improvements in methods of fruit-growing under the auspices of the National Marketing Scheme. In both pictures the different types of fruit are first shown, and the most suitable layout of orchards. There follow illustrations of up-to-date methods of grading, packing, and, lastly, the systematic arrangements made for ultimate marketing.

* * *

THE ASSOCIATED BOARD OF THE ROYAL SCHOOLS OF MUSIC, LONDON.—The following candidates gained the gold and silver medals offered by the Board for the highest and second highest distinction marks, respectively, in the Music Examinations in Grade VIII (Final), Grade VII (Advanced), and Grade VI (Intermediate) in November-December last, the competition being open to all candidates in Great Britain and Ireland. Grade VIII (Final), Gold Medal, Herbert M. Waidson, Birmingham, pianoforte, and Eleanore C. Iles, Birmingham, pianoforte. Grade VIII (Final), Silver Medal, Frances Hives, Blackburn, pianoforte. Grade VII (Advanced), Gold Medal, Daphne B. Ibbott, Crouch End, pianoforte. Grade VII (Advanced), Silver Medal, Jean M. Sleight, Grimsby, pianoforte. Grade VI (Intermediate), Gold Medal, Philip A. Briggs, Birmingham, pianoforte. Grade VI (Intermediate), Silver Medal, Cicely M. R. Berry, London, pianoforte.

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Date of publication of next issue will be found at top left-hand corner of front page.

LONDON: MR. WILLIAM RICE, LUDGATE BROADWAY, E.C. 4

Education After Fourteen

The school-leaving age has once again come to the fore in educational politics, but on this occasion in a new and somewhat unexpected way. Ever since 1919 a higher school-leaving age has been widely advocated, though there have been divergencies of opinion as to the proper time and manner of affecting this reform. The present re-emergence of the subject through an animated correspondence in *The Times* revives controversies of some fifteen years ago, and calls for particular attention, since it poses the question, "What is the best form of education after the age of 14?"

It will be recalled that the 1921 Education Act of Mr. Fisher envisaged a higher school-leaving age and a system of day continuation schools, and there is no doubt that but for the recurrent waves of "economy" in 1922, 1925, and 1931, both proposals would have been generally adopted. What has so far been achieved in the former direction is that a few progressive local education authorities have, through a special by-law, and with the permission of the Board, raised the leaving age within their areas. As for the day continuation schools, they never had a fair start: the Geddes' axe fell on them so effectively as to leave only a few survivors, notably one at Rugby, another at the Tootal works in Manchester, and a third at Messrs. Cadbury's Bournville works. They were largely forgotten when the school-leaving age was next revived in practical politics through Sir Charles Trevelyan's Bill of 1929. Coming so soon as it did after the Hadow Report, this Bill concentrated attention on the reorganization of post-primary education, but its objective of modern schools for pupils of 11 to 15 was wrecked on the ever-present rock of building grants for non-provided schools.

Nevertheless, the higher leaving age has not been forgotten, even in the worst period of the 1931 slump.

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During the last eighteen months it has been vigorously advocated by the influential Council for Raising the School-Leaving Age, a body that unites men and women of great distinction in all spheres of public life. Impetus has been given to its efforts by the increasing public concern over the high percentage of unemployment, which is once more increasing steadily as the children born during the "peak" years of 1919 and 1920 are knocking—vainly in thousands of cases—at the door of industry. There is again the widespread conviction that as the Country has now definitely emerged from the long-continued financial depression of 1931–33, and as money is cheap and millions of pounds are lying idle in the banks, now is the time for a further advance in educational developments. Moreover, it is being increasingly recognized that the continued progress in mechanization renders superfluous the vast supplies of unskilled labour that were available a generation ago, and has led now to a greater demand for skilled labour able to cope with the increasing complexity of modern processes, whether in factories, offices, or on the land. This development has been clearly illustrated, for example, in the history of the London Underground Railways, where, as Mr. Frank Pick has shown, the gate attendants on the cars, the liftmen, and the porters have rapidly decreased in numbers, while the proportion of electricians and skilled mechanics has correspondingly increased.

We can, in fact, conclude that the leaving age will be raised to 15 during the next year or two; powerful influences are working for it, and the Country is, on the whole, prepared for it. Putting aside for the moment the thorny question of maintenance grants, we have next to ask "What type of education should be given after the age of fourteen?" And in considering this problem we are now once more asked, after the lapse of several years, "Ought we to have recourse to the system of day continuation schools?" For this is the question raised with remarkable and perhaps suspicious spontaneity in the correspondence columns of *The Times* during last month and this.

The correspondence on this topic began on January 7, when Sir Kenneth Lee, Chairman of Tootal, Broadhurst & Lee Co., Ltd., suggested that employers who have had experience of continued education for employees above 14 years of age, should voice their opinions. His experience had led him to favour the system of day continuation schools for those pupils who were not graded under our present system as educationally fit for post-primary education. He claimed that it was advantageous to young entrants into industry that they should be partially retained under school influences from 14 to 18, since they were better disciplined at home and in the factory, and developed more interest in and greater aptitude for their work.

The subsequent correspondence developed on several main lines. First, there were the hearty advocates of day continuation schools, such as Mr. George Cadbury and Lord Trent, who considered that those continuation schools, with whose work they were intimately acquainted had genuinely proved their value. Then there were correspondents like Mr. Abbott (late Chief Inspector of Technical Education) and Sir Francis Goodenough, who recommended a thorough inquiry into the subject, and others, again, like Sir J. C. Denison-Pender, who were not too enthusiastic over the value of such inquiry unless it was borne in mind that a strong recommendation of the higher leaving age was that it delayed premature entry into industry. Sir Max Bonn held that priority was the crux of the problem—what method would enable the leaving age to be raised with the minimum of inconvenience, the maximum of benefit, and in the shortest possible time? Some correspondents advocated more practical work for boys of 14 and over, while others urged that to raise the leaving age in 1936 would not only curtail the pressure on industry, but would need to be accompanied by a gradual introduction of the continuation school system.

In all this correspondence, the lone voice of Dr. Spencer (late Chief Inspector to the L.C.C.) was heard propounding two theses that seem to us to be both relevant and important. He bluntly declared that it was too late to offer the day continuation school system as a substitute for raising the school-leaving age; that system had been killed at its inception by the bitter hostility of employers and the lethargy of the Board of Education and the local authorities. Moreover, the school population was declining; the number of elementary school pupils was due to fall from 6,000,000 in 1913 to 4,000,000 in 1945; therefore, we should aim at a better education for the fewer number and give pupils another full year in school, irrespective of their introduction to the continuation schools, at or after the age of 16.

We confess that Dr. Spencer seems to us to have hit the nail on the head. In our view, the advocates of the continuation school are fully entitled to urge the most thorough inquiry into the value of schools for pupils over 15. But they are not justified in advocating it as a substitute for the overdue reform of a higher leaving age. To grant that demand would inevitably weaken the whole structure of the reorganization that is implementing the recommendations of the Hadow Report. We need not yet examine too closely the merits or defects of the day continuation school; its advocates will no doubt justly point to the successful way in which it enables education to be closely associated with reality through the concomitant association with industry; its critics will no doubt decry its tendency to develop the spirit of benevolent despotism—benevolent, no doubt, but none the less despotic. We readily agree that its merits and defects must be examined most carefully and impartially, but not with the intention to regard it as a last-minute solution to a present problem. To us, and indeed to the great majority of those concerned with education, the raising of the school leaving age has as its primary object the deepening of the child's education, the rounding-off of the final process begun at the age of 11, and the full development of the child's emotional and intellectual processes. For that purpose the right solution is an extra year in school. Whatever part the day continuation schools may play thereafter should be the subject of a separate and thorough inquiry.

A number of interesting titles appear in the Spring List issued by MESSRS. GEORGE ROUTLEDGE & SONS, LTD., and KEGAN PAUL, TRENCH, TRUBNER & CO., LTD. Mr. J. G. Crowther has written a work on *British Scientists of the Nineteenth Century*, while Mr. A. Lloyd James has dealt with *The Broadcast Word*, and Mr. P. P. Eckersley is producing a book on the function and administration of a broadcasting service. Economics and current affairs are represented by *Man and the Machine*, edited by Mr. Hubert Williams, and several works of a more purely economic nature, several of them being by Russian authors.

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Occasional Notes

Better Schools for Fewer Pupils.

WE hope that the most serious attention will be given to the powerful plea put forward by Dr. F. H. Spencer, late Chief Inspector, London Education Department, for "Better Schools for Fewer Pupils." Dr. Spencer, in the columns of *The Times Educational Supplement*, directs attention to the Government Actuary's estimate of the future school population. We must, it seems, look forward to seeing in the elementary schools by about 1950 some 4,000,000 children—there were 6,000,000 in 1913. Assuming the necessity for raising the whole level of life among the unselected English people so far as education can do it, Dr. Spencer urges that the most practical and practicable step is the improvement of school buildings. We are keeping our future citizens in surroundings which were out of date a generation ago. Even the "blacklisted" schools have not yet been replaced, and hundreds, if not thousands, of buildings not blacklisted fall below any decent minimum of amenity or convenience. What is wanted is a five-year plan of reconstruction, which could be carried out only on the initiative of the central authority. Money is cheap, and we can profitably spend £70,000,000 during the next ten years in making schools fit for the upbringing of children who are to be fewer, and who therefore must be developed physically and taught to grow in knowledge and in grace. This arresting plea for a bold policy from one whose unique experience entitles him to speak with authority ought to be supported. We believe it will be.

Politics in School.

WE have always been among those who deprecate most strongly the introduction of party politics into the schools, and we have been definitely opposed to the appointment of teachers on any but educational grounds. We therefore read with some surprise an account of the proceedings of the Holywell District Education Sub-Committee, at which reference was made to questions asked of candidates for appointment at a local school by Lord Mostyn, Chairman of the managers. Among them was: "Are you a Conservative, or a Radical, or a Socialist?" When a protest was made, Lord Mostyn, according to the account before us, claimed that it was his school, that he would do as he liked, and that he would not have a Socialist in the school. They would have to be Conservatives. This seems to us so astonishing as to be scarcely credible. We hold no brief for any party, and our protest against such proceedings would be just as strong if the objection had been to Radical or Conservative instead of to Socialist views. We hope that no other examples of such ill-advised action will be reported. As for Lord Mostyn, the kindest suggestion we can make is that he seems to be out of place as Chairman of an educational body.

Educational Opportunities.

THE new President of the Association of Directors and Secretaries for Education, Dr. J. Ewart Smart, raised several points of importance in his presidential address. One matter to which he directed attention was the fact that the education available in this country is largely a matter of geography, the educational opportunities of any particular child being largely influenced by the incidence of a penny rate. Variations in the cost of elementary education range from 344s. 7d. to 151s. 10d. per unit of average attendance, and the grant system formulated by the Kempe Committee in 1911 has now become "a patchwork of misapplied endeavour." A possible solution would be effected by dividing the country into large zones possessing similar economic features. The cost per pupil per type of school would be estimated and, so far as possible, standardized in each particular zone, and the major portion of that cost would have to be met by an increase in the grant from national funds. A gradual movement of the financial burden from rates to taxes would relieve the service from any tendency to discontinuity of policy occasioned by changes in local representation, but increased national aid ought not to involve excessive centralization and consequent diminution of local control. The problem should certainly be capable of solution. One district ought not to be inferior to another in educational amenities, and we can agree with Dr. Smart that the greatness of a nation is reflected in the treatment of its children.

London's Programme.

THE comprehensive educational programme put forward by the London County Council has received wide approval from educationists. The Education Committee states that it has surveyed the whole field of education and, with due regard to economy, has endeavoured to meet the most urgent needs of each branch of the education service. Attention has been concentrated upon securing an equitable and balanced advance in every department, rather than the accelerated extension of any one field of activity. As regards elementary schools, two of the most important proposals are improvement of the staffing of senior schools and an ordered and progressive plan for the improvement of school buildings, while extension of facilities for physical training is also contemplated. The higher education section of the programme provides, among other things, for the building of two new secondary schools, alterations and improvements of a major character at five maintained secondary schools and at sixteen aided schools, the acquisition of new playing fields, and very substantial increases in the number of scholarships—by 1942–3 there will be 6,800 more scholarship holders in secondary schools than there are at present. The capital expenditure involved is £2,500,000, and the maintenance expenditure £427,000 rising to £720,000. It is stated that the extra cost will be equivalent to a 1½d. rate, and a study of the programme, which is put forward on the understanding that Government grants no less favourable than those now payable will be forthcoming, suggests that very good value will be obtained for the money.

Careers in Local Government Services.

WE have from time to time directed attention to the series of memoranda, now more than twenty in number, compiled by arrangement between the associations of headmasters and headmistresses of public secondary schools and the Ministry of Labour. The most recent of the series* bears upon the Local Government Services, and it affords in brief compass useful and authoritative

* *Choice of Careers Series*, No. 21. H.M. Stationery Office. 3d.

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information to parents, teachers, and all who are concerned in vocational guidance. The various departments of local government—headed by chief officials known as the clerk, the treasurer, the medical officer of health, the engineer and surveyor, the education officer, and the public assistance officer—are described, both as to their functions and as to their organization. The method of entry for juniors is described; so also are the prospects of a person who obtains a clerical post, and the general conditions of service. The paragraphs relating to the standard of school education required for clerical work are specially useful for the information of parents and teachers. This series of pamphlets ought to be well known.

Co-operation among Teachers.

THE "declaration of alliance" between the National Union of Teachers and the Educational Institute of Scotland is a gesture of goodwill to which no educationist can take exception. According to an official statement, each body is to preserve its own national autonomy, and there is to be a Joint Advisory Committee which will as a rule meet twice yearly. A joint meeting of the executives will be held annually, or oftener if required, for the consideration of reports of the Joint Advisory Committee. Endeavours will be made to obtain co-operation in relation to publicity, and, whenever possible, concessions obtained for members of either body will be extended to members of the other body. There will be a pooling of all information and an interchange of minutes and official documents. It is evident that nothing in the nature of federation or amalgamation is being attempted, and this is probably wise. It will be remembered that the discussion on federation between the National Union of Teachers and the Four Secondary Associations some years ago accomplished very little, perhaps because too much was expected at first. The present arrangement should be beneficial in promoting friendly feeling and in securing co-operation on matters about which there is identity of opinion. Perhaps it may be possible for the secondary teachers of the two countries to follow this good example by coming closer together.

Biology in Education.

IN response to repeated requests from biology teachers, the Educational Advisory Board of the British Social Hygiene Council has undertaken the publication of a journal devoted exclusively to their interests. The first number of the new journal (*Biology*, price 1s. Educational Advisory Board of the British Social Hygiene Council, Carteret House, Carteret Street, London, S.W. 1) has recently been issued for the spring term, and the journal will be issued once a term, that is, three times a year. There has been a considerable increase in the number of schools including biology in their curricula during past years; and in view of still stronger agitation for the adoption of the subject more recently (the reasons for which are too well known and recognized to warrant recapitulation), we have no doubt that biology will continue to assert itself as a subject of first-rate importance in schools of all grades. Biology is by no means an easy subject to teach, and the practical side especially is replete with problems such as sources of material, methods of experimentation, &c. Although the universities may continue to supply an increasing number of teaching biologists, there will always be the need for guidance in methods of teaching, as well as means of maintaining contact with developments in this expanding field of activity. Thus *Biology* will serve a very useful purpose. Its policy is claimed to foster the development of biology by dealing with recent developments in the subject, and also by giving help in methods of teaching. Another useful feature is the desire of the editors to co-operate with teachers, thus making *Biology* a pool into which teachers may place their experiences and opinions, and not only a compendium of articles written by specialists for non-specialists. We have no doubt that *Biology* will prove to be of the greatest service, not only to the subject itself, but also to education in general.

Industry and Art Education on the Continent.

ART education may be either cultural or vocational. The Board of Education Educational Pamphlet No. 102 is mainly concerned with vocational training on the Continent. In the cultural branch we have made rapid strides, but in the training of those who are likely to enter occupations on which art has a direct bearing we have much to learn from other countries. Some of the critics of the present exhibition at the Royal Academy have suggested that the exhibition is a flirtation between art and industry rather than a genuine marriage. It is no doubt true that too many of the exhibits cater for Bond Street rather than the Edgware Road. But it is too much to expect of Burlington House that it should educate the whole community. Much could be done by the arrangement, throughout the country, of exhibitions of well-furnished rooms for people in humble circumstances. In our English system, the large measure of freedom which is given to the local authority should facilitate co-operation between the art school and the local industries; but there is little doubt that the Austrian system of apprenticeship, with practically compulsory attendance at day continuation schools, brings about more satisfactory results than those arrived at in England. This system is already practised in England by certain well-known firms. This leads us to the conclusion that the training of the designer should be in trade schools. The studio, like the laboratory, should be a department of the factory. The word has too long been associated with a segregated class practising its mysteries under a north light in Chelsea or St. John's Wood. Nevertheless, we must not be too modest. We have accomplished much of recent years, especially in the teaching of colour. This report, which has been prepared for the Board of Education by two of its Inspectors, should be of the greatest value in helping us to realize our weaknesses and our strength as compared with what is being done elsewhere in Europe.

Heads of Colleges at Oxford.

THAT the question of the precedence of the heads of colleges should be discussed in Congregation at Oxford is a sign of the times. "Five hundred years ago," *The Observer* correspondent writes, "a proposal that a master, however eminent, should walk in front of a doctor, however obscure, might well have caused bloodshed in the streets of Oxford." It was in the Laudian period that heads of colleges acquired their hegemony in the government of the University—a century or two later than the period to which the correspondent refers. Traditionally, the master is the highest degree in the faculty of arts, the university proper, the doctor of letters, being a recent excrescence.

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Doctors were created in the higher or professional faculties of divinity, law, and medicine. The proposed statute giving heads of houses who are not doctors precedence over doctors in academic functions and processions was defeated. Recent reforms at Oxford have emphasized the importance of university teaching as contrasted with college teaching, and heads of colleges may, if they wish, apply for the doctor's degree. Many, and this applies also to heads of secondary schools, are content with the master's degree.

City and Guilds Engineering College.

THE City and Guilds Engineering College at South Kensington has attained its jubilee. Prof. H. E. Armstrong, one of the original professors, attended the celebrations and spoke on the changes in the status of engineering during the past fifty years. He recalled that the Royal College of Chemistry, which, under the name of the Royal College of Science, will soon celebrate its centenary, was intended by some of its promoters for the advancement of agricultural science. The City and Guilds is now one of the most important engineering schools in the Empire, and it contributes in fair measure to engineering research. More might have been said about the origin of the College as a friendly gesture on the part of the City and its Guilds towards technical education, the conception of which fifty years was by no means confined to engineering. One secret of its success has been the maintenance of high standards, always a good policy in the long run. In its earlier years, the College was sparsely attended.

British Institute in Paris.

THE British Institute in Paris, we learn from its annual report, provides for the needs of both English and French students. It is now in its eighth year, having taken over at its establishment the work of a much older institution, the International Guild. Scholarships to the value of £1,600 have been awarded to British students in the last four years, in addition to the Esmond scholarship. A new activity is the provision of holiday courses for French professors, held at University College, London, in 1933, and at University College, Southampton, last year. Most important, perhaps, has been the establishment in Paris of a hostel for students at the Cité Universitaire. In this hostel, British students will have the opportunity of living with French students. Another development is the arrangement of Easter holiday courses in Paris for public school boys and for undergraduates; and it is hoped to arrange holiday courses also in July and August, combined with residence in the hostel. Sir Theodore Morison is the director of the Institute.

Exchange of Students.

THAT a thousand evening institute and secondary school students should have taken part last year in the scheme for the international interchange of students, inaugurated in 1932, demonstrates willingness to acquire a real knowledge of foreign nations. At a meeting held in London with Lord Snell in the chair, Austrian, German, French, and Swiss diplomats testified to the value of the scheme, and Mr. Arthur Henderson said that in finance, economics, and armaments, we are realizing as never before that we are all members of a world community. Encouraging students to visit foreign countries is a geographical application of the great Squeers principle—spell *winder*, then clean it. However efficient a teacher of geography may be, there is certain knowledge about foreign countries and their peoples—climate, physical types, food and drink, customs, for instances—which can be best acquired by direct observation.

Assistant Masters' Association.

THE *A.M.A.*, the Journal of the Incorporated Association of Assistant Masters, prints a full report of the annual meetings held at Harrogate. No reader can fail to be impressed by the seriousness and expert character of the discussions on important educational questions such as the size of classes, the minimum age of school certificate examinations, exchange of teachers, parents' associations, appointment of headmasters, the teaching of geography, higher school certificate policy. The discussion of the higher school certificate was especially valuable. "Grouping" of subjects is a baffling problem. The aims of the Association are to limit specialization and to provide additional papers for candidates for scholarships. In the result, geography and economics found their home both in the "arts" and the "science" group, serving presumably if not as "soft" options, at least as sympathetic options. We are not surprised that a discussion took place on the growing practice of appointing young headmasters; but the Association has not committed itself to a definite number of years of teaching experience for candidates for headmasterships. The only guidance governing bodies have on this question is at present derived from the applications.

Educational Endowments (Scotland) Bill.

THE activities of the Endowments Commissioners in Scotland have given rise to some trenchant criticism. This Bill proposes to extend the life of the Commission for a further period of two years but alters and restricts its powers in various ways. The main causes of complaint are three in number. In the first place, it was alleged that the Commissioners paid insufficient attention to the wishes of the testators. They had also in various cases cut down the provision from endowments of competitive bursaries, and finally the Education Department had insufficient power to amend or disapprove of the Commissioners' proposals where these were considered inacceptable. The new Bill is evidently designed to meet these criticisms. The Commissioners are now directed expressly to have special regard to endowments provided for the purpose of competitive bursaries in the universities and other educational institutions. They are also forbidden to interfere by way of review with any endowments which have been in existence for less than twenty years. Another important provision imposes on the Commission an obligation to explain the reasons for any alterations it proposes to make in the case of existing endowments. This should go a long way to anticipate uninformed criticism, and the Commissioners have suffered from a good deal of such criticism lately. Two other alterations are of importance. The Education Department will now have the power to disapprove any scheme, and it may also initiate amended schemes of its own. These changes fairly meet all criticisms that are worthy of consideration. The Commissioners have had a difficult duty to perform and it is to be hoped they will now have to face reasonable complaints only.

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THIS year is the centenary of the birth of Andrew Carnegie, and both in Scotland and in America celebrations will be held in appreciation of his benefactions in the cause of education. At a recent meeting of the Carnegie Trust for the Universities of Scotland, Sir Arthur Rose, the Chairman, referred to the present favourable financial position of the Trust. By careful investment and wise expenditure the capital value had almost doubled itself and the annual income had increased by almost £30,000. Sir Arthur referred to the important research schemes financed by the Trust during the last five years and mentioned the very favourable reports received regarding the value of the work in the universities. He then went on to consider how far the Trust continues to fulfil the spirit of the intention of the founder. The original intention of the founder was to throw open the doors of the university so far as fees were concerned, to the youth debarred by poverty, but otherwise qualified. The increase in fees had made it necessary to heighten the qualifications and to impose a means test, but the Trust, Sir Arthur maintained, is still fulfilling its purpose by helping the most deserving of those for whose benefit it was instituted. Unfortunately, some education authorities are making use of the Carnegie grants to save the rates, thus diverting the money to purposes for which it was never intended. Authorized under the Education Act to give bursaries for higher education, they deduct from the bursary the amount of the Carnegie contribution, a niggardly proceeding entirely out of keeping with the generous spirit of the founder of the Trust.

The Carnegie Universities Trust.

THE results of a vocational guidance experiment conducted in Fife by the National Institute of Industrial Psychology have just been published. The investigation, extending over a period of four years, was planned in order to compare the conditions affecting vocational guidance in a rural and an urban area, and to throw some light on the constancy of the results provided by psychological and other tests. For the urban area three schools in Dunfermline were chosen and vocational examinations of the abilities of nearly 500 children were undertaken. For purposes of comparison three rural schools in the county were selected. The children were examined first at the age of 11 or 12, and then yearly till they left school. After they left school they were followed up in their jobs. The investigation was carried out by Mr. F. M. Earle (Rector of Kirkcaldy High School) and Mr. J. Kilgour. In their report, it appears that the town children showed up better in the intelligence tests and in abstract school subjects, but the country children appeared to be more competent in dealing with practical problems. In the report, it is claimed that the experiment produced some interesting and valuable results which should help to clarify considerably the fundamental issues not only in vocational guidance, but in school problems also. Where some verbal, mechanical, or manual ability was lacking at a particular age it was, as a rule, due not to chance circumstances but to the fact that the child was without the natural aptitude or temperamental quality which made such an ability possible.

A Fife Experiment in Vocational Guidance.

THE Annual Congress of the Educational Institute offers an excellent opportunity for reviewing the work of the past year and looking forward to the new. This winter's congress, the fifty-eighth of its kind, was one of the most successful of the series. The President, Miss Janet K. Lawson, in her opening address, discussed the aims and ideals of Scottish education and made an interesting comparison with the education systems of Russia, Italy, and Germany. In these countries the individual was definitely subordinated to the State, his individuality was repressed, whenever it conflicted with the State conception of education. In this country, on the other hand, all possible freedom was allowed, yet we succeeded in turning out citizens as devoted and as patriotic as could be found anywhere. We were on the eve of a great educational renaissance, Miss Lawson believed. Newer and brighter methods were being tried out, more reasonably types of examination were finding favour, and there was evidence everywhere that a forward movement was begun.

Annual Congress of the Educational Institute of Scotland.

THE Minister for Education, Mr. Derrig, has had a public conference with the teachers of technical and vocational schools. His purpose was to devise some method of forwarding the teaching of Irish. This is obviously no easy task in these schools, as attendance is voluntary, and if any unwanted pressure is applied the pupils can go to private "grinding" establishments, particularly in the cities. The Minister spoke with moderation, showing how unsatisfactory the results of the Government's efforts have been, and urging the teachers in these schools to do their best to help in developing the language. We would be perturbed by some of the foolish and fantastic suggestions which were made by certain speakers, if we did not believe that such people do not in any way reflect the attitude of the ordinary sensible citizen. The Government has also been taking up the question of homework and has already had a very useful discussion with representatives of secondary schools. We are sure that much good will come of this movement.

The Irish Free State.

THE Pontypridd Education Committee was, perhaps, not unique in indicating an attitude of official aloofness, if not of positive discouragement, towards the celebration of a recent royal marriage by refusing to give the schools a holiday on that occasion. Where it succeeded in being unique was that it managed to rouse a well-directed, emphatic, and effective protest from parents. The appointed day arrived; in the wisdom of the education authority the portals of the schools were wide open to welcome the children. No nonsense about loyalty and affection; no sentimental nonsense in the hearts of senior girls about marriage—royal or otherwise! Business as usual! Just reading, writing, and arithmetic. But numbers of parents had induced their children to stay at home, had reinforced a not unnatural tendency on the part of the children to regard a holiday as a good thing—whatever be the excuse for it—and had even arranged for pickets outside the schools. Were they armed with oranges and sweets? Some of the teachers, too, were suspected by members of the authority of conniving at this foolishness! Indeed,

A Discordant Note.

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one member stated that it should be the Committee's business to see to it that the teachers they appointed were ready to teach the stuff the Committee wanted them to teach. And so a hurried and secret conclave of the teachers! Poor children! Once the victims of sectarian disputation: now, apparently, to be offered up on the altar of political extremism! Which is the worse: the North Wales peer who would have nothing but a true-blue Conservative and Churchman in his school, or these fierce luminaries of Moscow? Is it not about time education committees were run by educationists? One touch of comedy in this dispute! In Press correspondence, some one had likened the attitude of the teachers to that of the Vicar of Bray. A respectable citizen called John Bray wrote to assure the community that he had nothing to do with the business!

The Universal Language.

FEW—and those only nationally prejudiced, unlike the Englishman—will be found ready to dispute the claim of English to be the universal language. Radio and gramophone have in recent years accelerated its race to supremacy. It is not, however, without some significance that the phonetician with greatest influence on English speech to-day is a pure-blooded Welshman with parents from Glamorganshire and Cardiganshire, and himself born in Carmarthenshire. He has said that half-way between the Carmarthenshire accent and the exaggerated Oxford accent lies something satisfactory for broadcasting. At a recent dinner, he pointed out that radio, film, and gramophone for the first time in history have made the human voice independent of time and space, and so, he supposed, there were in many parts of the world people who owed some part of their ideas on the subject of English to him. He said that when next his hearers detected in the tones of some railway porter in Berlin, some railway guard in Sweden, some hotel porter in Italy, a faint trace of the speech of Wales, they, their thoughts flying back to the land of their fathers, and "checking the rising tear and stifling the sob," would know the reason why. Prof. James's persiflage apart, it is interesting to think that whereas the Welsh accent has been more unfashionable than the Irish and the Scotch, it may yet exert an important influence on the development of English speech, and may even, in the end, hold in check some of the worst eccentricities of Hollywood. The arguments for bilingualism in Welsh schools seem to have received an important accession of strength. There is another well-known phonetician, too, bearing the name of Jones—Daniel Jones! Can he be Welsh, too?

Welsh Culture.

THE Director of the Welsh League of Youth, than whom there is no one more competent to express an opinion on this matter, has recently maintained that the burden of upholding Welsh culture must rest on the schools of Wales. In this he was thought in some quarters to have given too little weight to the influence of the churches and religious bodies in Wales; but he rightly points out that the situation has changed greatly in the last fifty years. Fifty years ago, the position of the churches was supreme, whilst the schools were in the full grip of an anglicizing influence emanating from the Board of Education—be it said, with some sympathy from a large section of Welsh parenthood, who thought that in knowledge of the English language alone lay the key to commercial prosperity. Fifty years ago, the youth of Wales, undistracted by the innumerable forms of pleasure and recreation, passed naturally into the Churches. Pulpit eloquence and music were the highest, and almost the only, forms of art in those days. Now, the Church is fully occupied with problems of special complexity and difficulty—modernism in theology and, in the industrial areas, the fierce onslaught of a godless political extremism. In the schools, on the contrary, the position is much more favourable. The influence of the Welsh Department of the Board of Education, established in 1907, has been steadily on the side of the development of the use of the Welsh language. Its influence was greatly strengthened by the publication of the Departmental Committee's Report on Welsh in 1927, and from this sprang, indirectly, the Union of Welsh Teachers, the Welsh League of Youth, and the Welsh Nationalist Party. Moreover, parenthood has been largely converted to the view that bilingualism is an advantage to childhood and youth. The Church, on the other hand, feels it must get its message over in the language which seems to be the most commonly used: that its prime function is spiritual, not nationalistic.

The Caning of Girls.

MANY people have been surprised to learn, from correspondence that has appeared in the Press, that the caning of school girls is still permitted. The matter was recently raised in Parliament, when Mr. T. Smith asked the Parliamentary Secretary whether his attention had been directed to the matter and whether he was prepared to accept the suggestion that an official opinion should be pronounced upon the medical aspect of this question for the guidance of all local education authorities. Mr. Ramsbotham replied that the administration of corporal punishment in the schools was a matter which had always been regarded as within the discretion of the school authorities, and there did not appear to be any reason to vary this policy. There had been a welcome decrease in the infliction of corporal punishment during recent years. In the case referred to by the hon. member, the punishment had been inflicted by a male assistant teacher in contravention of the regulations of the authority. Whatever may be said of corporal punishment generally, we think that the great mass of public opinion would agree that it is undesirable in the case of girls, and we consider that local authorities would be relieved rather than offended if a definite regulation forbidding it were framed by the Board of Education.

Television.

TELEVISION has arrived! How long will it be before it finds its application as an educational agent? Many years must inevitably elapse, both on grounds of expense and because many improvements must be made before the new system can be generally applicable. At first the service can only be provided in densely populated areas owing to the short range of the waves used. These travel not much farther than the eye can see, and therefore must be transmitted from a high station, such as the Crystal Palace. The selling price of the sets at first will be from £50 to £80. Those who are working out the possibilities of the cinema for school use must not overlook its young brother. Within about ten years, it is predicted, reproduction by television will be as good as the present home cinema.

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Reviews

THE TEACHING OF GEOGRAPHY

Memorandum on the Teaching of Geography, issued by the Incorporated Association of Assistant Masters in Secondary Schools. (7s. 6d. G. Philip & Son.)

It has been truly said that the claim of geography to a place in the secondary school curriculum must be measured by the value of its contribution to the development of culture and civilization; but as the study of geography enables the mind to appreciate the relationship between human activities and man's physical environment, the claim is supported by the fact that the knowledge acquired may be applied to the everyday business of life. In recent years, a revolutionary change has taken place in the teaching of geography. New principles have been adopted, new ideas introduced, new teaching methods have replaced the old, and are now firmly established in the majority of schools; advanced courses of geographical study are also now provided in the schools of several universities. There still exists, however, a great diversity of opinion on many questions connected with the study of geography in secondary schools, such as, how much geographical knowledge a pupil should be expected to possess when he leaves school; difficulties associated with the school curriculum; the amount of subject-matter needed to satisfy the requirements of the School Certificate Examination.

In view of these and other considerations, the Council of the I.A.A.M. appointed a Committee in 1930 to investigate the present position and to prepare a Memorandum on the Teaching of Geography. Under the able chairmanship of Mr. L. B. Cundall, the investigation has been most carefully carried out and the results of it are now incorporated in the volume just published. The Committee consulted a large number of expert teachers in geography throughout the country and it also sent out a questionnaire to the various schools, in order to gain definite information on particular points.

After an introductory chapter on the position of geography as a school subject, the compilers of the Memorandum proceed to deal with the aims and scope of secondary school geography. A scheme of work is then described in some detail, emphasis being laid on the importance of a study of the Home District and the Home Land as a preliminary to the more advanced lessons on the natural regions of the world. The place of physical, historical, economic, and political geography respectively in the scheme of work is also clearly explained.

Among the practical sections of the Memorandum may be noted those dealing with the equipment of a special room for teaching geography; the great importance of a geographical museum, and library; geographical activities outside the time-table.

The subject of the School Certificate Examination in Geography receives adequate treatment and it includes a critical consideration of the syllabuses of the various Examination Boards, the setting of the question papers, the different types of questions, and the standardization of marking.

Teachers of experience will perhaps feel that all these phases of geography have been dealt with before either in the discussions of the various geographical societies, in articles published in the educational papers or in the routine of their own class work. The great merit of this Memorandum, however, lies in the fact that all aspects of the subject are here collected from diffuse sources, presented in their proper perspective and discussed in a critical and dispassionate manner. The Committee sums up the results of the investigation at the end of each section and, where necessary, expresses its opinion in a very decisive way. All teachers of geography in secondary and public schools would, therefore, be well advised to obtain a copy of this volume not only as an authoritative book of reference but also as a valuable guide in all matters relating to the teaching of this important subject.

BOOKS OF TRAVEL

(1) *North to the Rime-Ringed Sun: being the Record of an Alaskan-Canadian Journey made in* 1933–34. By ISOBEL W. HUTCHISON. (12s. 6d. net. Blackie.)

(2) *Gambia and Beyond.* By R. HARDINGE. (10s. 6d. net. Blackie.)

From Messrs. Blackie & Son come two books of travel which present a striking contrast with each other—one dealing with the frozen lands of North America, the other with a tropical region of West Africa.

(1) Miss Hutchison's book (the title of which is taken from Kipling's "The Long Trail") records the events of a journey from Vancouver *via* Skagway and Dawson to Tenana on the Yukon and thence by aeroplane to Nome. The most adventurous part of the journey was in a small ship along the Arctic Coast from Nome to Aklavik at the mouth of the River Mackenzie while the least eventful was by aeroplane from Aklavik to Edmonton.

The main object of this expedition was to obtain specimens of wild flowers in Alaska and Yukon for the Royal Herbarium at Kew, and a list of the plants collected on the route is printed in an Appendix. The text itself contains interesting descriptions of the conditions under which men live in these regions and of the difficulties of transport by land and sea.

(2) Having spent some of his earlier years in S.-E. Africa, Mr. Hardinge felt impelled to get back to the African bush for a holiday. With £50 only for expenses, he travelled to Dakar in Senegal, and after a short railway journey he proceeded on foot towards the River Gambia. Mr. Hardinge had no definite plan but wandered in an aimless way from place to place until he reached Portuguese Guinea, where illness compelled him to return to Dakar. The most useful features of this book are the writer's notes about the various peoples of West Africa, their primitive methods of agriculture, and their dependence on ground-nuts as the chief article of trade.

UNIVERSAL LANGUAGE

The Influence of English. By M. FOLLICK. (6s. net. Williams & Norgate.)

This is primarily a plea for what the author calls "an automatic spelling," but perhaps the most interesting part of the book is his study of the hollow farce on which much of modern nationalism or "race culture" is based. Most readers will find it a stimulating book, even when the author's conclusions do not carry conviction. He is nothing if not dogmatic. Thus "automatic spelling could be learnt in less than an hour by a child of eight years of age. . . . Any average foreigner would be able to learn automatic spelling in less than half an hour." And then, for *people* and *borough* we should write *peepel* and *burrer*, "as they are pronounced." In Chapter II examples in the automatic spelling are given. It is probably a slip that allows *was* to be spelt uos (p. 131) and uoz (p. 132). After transcribing Shakespeare's

"O for a muse of fire . . ."

in which transcription *upraisëd*, *dared*, and *wooden* appear as *upreizt*, *dert*, and *uuuden*, the author is perhaps carried away by his enthusiasm when he writes "it will be seen that absolutely nothing of the value of the verse has been lost."

The argument of the book, briefly, is that a universal language would be a boon to everybody, particularly to distracted Europe, and that it is only a question of time before we get one (the United States of America is the best example of what can be done by the introduction of a

(Continued on page 158)

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universal language); that for a universal language such artificial creations as Esperanto and Volapuk are impossible—the only hope is in some actual, living language; that of the six possible European languages, English (reformed by automatic spelling) is easily and obviously superior to the other five. The author's reasons for rejecting the other languages are interesting; he seems rather severe in some of his criticisms. Of the French he writes: "It is impossible to convince the average Frenchman that there are writers in the world as good as, if not better than, the best French ones; . . . in a word, the Frenchman has been taught to believe that what is French is superior to all else." If this is true we have travelled a long way since Chesterton pilloried the English nation for its insularity and complacency, and praised the Frenchman who wrote a book called "*A quoi tient la superiorité des Anglo-Saxons?*"

The author has no use for simplified spelling. Reform must be radical; and enforced by Act of Parliament!

HOUSEHOLD ECONOMICS

Economics of Household Production. By MARGARET G. REID. (18s. 6d. net. New York: Wiley. London: Chapman & Hall.)

There is a good deal of Browning's Grammarian about many American men of science, the physical bulk of their work being frequently out of all proportion to the importance of the subjects investigated and the value of the conclusions reached. Their painstaking devotion to the task of making their researches as exhaustive as possible is beyond all praise, but it is too often accompanied by an inability to distinguish the significant from the trivial. Such writers, in fact, if it may be said without disrespect, irresistibly recall Mr. H. G. Wells's "magnificent but painful hippopotamus resolved at any cost . . . upon picking up a pea which has got into a corner of its den." This handsome and well-documented volume of 400 pages is largely typical of this kind of American textbook in the vast amount of laborious and conscientious research it embodies in regard to a subject that is really not worth such an expenditure of time and energy. It deals with household production, which the author defines as "those unpaid activities which are carried on, by and for the members, which activities might be replaced by market goods, or paid services, if circumstances . . . permit the service being delegated to some one outside the household group." And the general impression left is that there is very little to be discovered in this field beyond somewhat trivial and obvious facts. Thus a great many of the statements are of the following type: "Less time is usually spent on a farmer's than on a bank clerk's shirt" (in the matter of laundry work), or "The more complicated is the pattern for a garment and the harder the material is to work with, the fewer women are found making the garment at home."

The book contains quantities of statistics from the Census and numerous other sources, and in some cases these are interesting to English readers. We learn, for example, that 40 per cent of female domestic servants in the United States in 1930 were negroes, that about 10 per cent of all American families had one or more lodgers, that less than 2 per cent of all families had servants living in, and that about 14 per cent of American homemakers were "gainfully employed." But for the most part the author reaches no very definite conclusions, which is just what one would have expected. It may be true that "the productive work of the household has been overlooked," but the reason would seem to be that the subject does not lend itself to the exact measurement that is essential to scientific treatment. The work of the "homemaker"—what Smart calls "the greatest unpaid service of all"—cannot be evaluated in economic terms, even by the device of assuming it to be delegated.

The last part of the book deals with the future of household production and its bearing on the status of women and the family. There is also an interesting chapter on the position of the purchasing consumer in the retail market, which shows that he is at least as badly exploited beyond the Atlantic as he is here.

Minor Notices and Books of the Month

ART AND HANDICRAFTS

Simple Embroidery. By MARGUERITE RANDELL. Edited by J. KAY. (1s. 3d. Cassell.)

This is an excellent little book on embroidery stitches with suggestions of articles on which they may be carried out, and General Hints and Notes on the Pressing of Finished Work. Stitches are given for all the most useful forms of embroidery; they are well classified and clearly described and illustrated, while helpful details of method, such as fastening on and off and making a join are never evaded. The incidental designs are simple but very attractive. The book can be thoroughly recommended.

People of Importance. By J. H. DOWD and BRENDA E. SPENDER. (10s. 6d. net. Country Life.)

One opens this book with the fear that the sketches cannot have quite the same captivating spontaneity as those in the former book, *Important People*. But one finds that there is no need for this doubt. It is not often given to artists to be entirely spontaneous more than once on the same theme. Did Michael-angelo ever quite recapture the charm of the Madonna and Child at Bruges, or Raphael of the San Sisto picture? The child has loomed large in art, both as a symbol of man's origin and as a promise of his future, whether as, "trailing clouds of glory" or poking an old gentleman in the nose with a twig in Regent's Park, as in Mr. Dowd's No. 23. The infant Dionysus on the arm of the Hermes of Praxiteles, or the "Child with the Goose," by Boethus, seem to bring Greek art nearer to us with that "touch of nature" which "makes the whole world kin." Child studies such as Mr. Dowd's, like Reynolds' "Angels' Heads," or Lawrence's "Nature" are the outcome of a conjunction of happy circumstances with the right man ready to record them. The camera too frequently results in self-consciousness, and has to be as carefully hidden as when taking wild animals in their native haunts. The text by Miss Brenda E. Spender is full of understanding, and the book should be as successful as its predecessor.

The Elements of Needlework. By JANE A. STRACHAN. (3s. 6d. Blackie.)

Dryad Leaflet No. 89. *How to Weave on Four-Way Table Looms.* (6d. Leicester: The Dryad Press.)

Canework. By C. CRAMPTON. With an Introduction to the History of Basket-Making and Some Notes on Cane and its Uses, by H. H. PEACH. Seventh Edition, Revised and Enlarged. (5s. Leicester: The Dryad Press.)

The Architectural Work of Sir Banister Fletcher. With Introductory and Descriptive Text, including a Short Account of his Life and Activities, by W. HANNEFORD-SMITH. (42s. net. Batsford.)

Art and Craft of the Potter. By G. M. FORSYTH. (10s. 6d. net. Chapman & Hall.)

The Teaching of Art in Schools: an Illustrated Description of Children's Imaginative Painting and its Effect on Craft. By EVELYN GIBBS. (12s. 6d. net. Williams & Norgate.)

Industrial Art Explained. By J. GLOAG. (5s. net. Allen & Unwin.)

The Woodworker. 1934 Volume. (6s. 6d. net. Evans.)

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Adventures and Accidents. By Lord BADEN-POWELL OF GILWELL. (5s. net. Methuen.)

This book contains twenty short stories recording thrilling episodes in an unusually exciting life. Most of the adventures took place in Africa, but Canada, India and even Windsor are not forgotten, and the last chapter, "Alone in the Andes," is one of the best of all. The younger Scouts and Guides will be sure to enjoy this book.

The Story of Joseph Wright: Man and Scholar. By ELIZABETH M. WRIGHT. (5s. net. Oxford University Press.)

This is an abridged edition of Mrs. Wright's earlier *Life of Joseph Wright*, and is published in order to reach a wider public, especially boys and girls in schools. It gives a very vivid and inspiring portrait of a personality whose romantic career "from mill boy to professor" reads like a novel. Blessed with an iron constitution which remained unweakened by his early privations, Joseph Wright steadily educated himself while he earned his living, first in England and then in Germany, till he was ready for his great work on the English Dialect Dictionary. It was a hard life, but a very happy one, and in spite of the loss of their two beloved children, his wife is able to paint a very agreeable picture of his later days, with dogs and books and friends, in the beautiful house he built in Oxford, or on holiday in his loved Yorkshire dales.

Mary Stuart: Forgotten Forgeries. By Sir GEORGE TURNER. Revised Edition. (6s. net. Rich & Cowan.)

Marcus Aurelius, a Saviour of Men, Sixteenth Emperor of Rome. By Dr. F. H. HAYWARD. (10s. 6d. net. Allen & Unwin.)

Three Philosophers (Lavoisier, Priestley, and Cavendish). By W. R. AYKROYD. (10s. 6d. net. Heineman.)

Great Lives: Gordon. By B. M. ALLEN. (2s. net. Duckworth.)

Queen Elizabeth and her Subjects. By A. L. ROWSE and G. B. HARRISON. (5s. net. Allen & Unwin.)

Into the By-Ways: Translations into Latin. By B. ANDERTON. (3s. 6d. net. University of London Press.)

This little volume is a volume of great charm. As the title implies, the author has deserted the main road, and betaken himself to the by-ways. We are regaled with a fascinating variety of little poems, varied with an occasional epigram or other pleasing couplets. The result is, a volume which no reader with any sense of beauty, will be able lightly to put down. He will read on, fascinated by the fare before him, dallying, now with this, and now with that, ever lured onward, by the charm of what he has found, and the entrancing apprehension of what he will find over the page. Mr. Basil Anderton's reputation is sufficient guarantee as to the appropriateness of the Latin metres employed, but such is not the outstanding feature of the book. This is rather the fascinating charm of the pieces chosen to be translated.

Lionel Ford. By C. ALINGTON. (5s. net. S.P.C.K.)

A sympathetic sketch of a very attractive personality. Repton, Cambridge, Eton, Harrow, York—this was the environment in which Lionel Ford lived, and the calm scholastic beauty of his surroundings helped to make him what he was, one of the happiest of men both as Headmaster and Dean, and in his own family life. The English public schools have many critics, and men like Lionel Ford are rare, but it is impossible to conceive of any other system producing his particular type.

The Fourth Book of Virgil's Æneid. Edited by Prof. H. E. BUTLER. (2s. 6d. net. Oxford: Blackwell.)

Titi Livi. Ab Vrbe Condita. Recognovervnt et Adnotatione Critica Instrvxervnt R. S. CONWAY and S. K. JOHNSON. Tomvs IV. Libri XXVI–XXX. (8s. 6d. net. Clarendon Press.)

The Art of the Logos. By J. A. K. THOMSON. (7s. 6d. net. Allen & Unwin.)

The Story of Scipio Africanus. Edited by C. G. POPE. Part I. *In Spain and Sicily: from Livy.* (5s. Muller.)

EDUCATION

Teachers and Teachings by Ten Thousand High-School Seniors. Collected, Compiled, and Analysed by Prof. F. W. HART. (6s. 6d. New York: Macmillan.)

So far as we know, the idea embodied in this American book is quite original. Ten thousand high-school seniors, interrogated by the method of the *questionnaire*, were asked to state (of course without mentioning names) the characteristics of Teacher A, the one that they liked best, and of Teacher Z, the one that they liked least. They were asked also to state whether the teacher they liked best was also the best (*i.e.* the most effective) teacher; and then to state how Teacher H, the best teacher, but not the one that was best liked, differed from Teacher A—*i.e.* supposing there was a Teacher H. They were finally asked to state how many of their present teachers were more like A than Z, and how many were more like Z than A. The results, including "composite pictures" of Teachers A, Z, and H, are set forth in this lively book by a Professor of Education in the University of California, a book which we have no doubt will be read, at least with curiosity, by many a teacher and administrator. Prof. Hart appropriately begins and ends his book by quoting Burns:

> "O wad some Power the giftie gie us
> To see oursels as ithers see us."

The Birth of a University: a Passage in the Life of E. A. Sonnenschein. By E. J. SOMERSET. (2s. 6d. Oxford: Blackwell.)

This book relates the story of the birth of our first civic university—Birmingham—and its publication is a somewhat belated act of filial piety by the son of one of the protagonists, E. A. Sonnenschein, Professor of Latin and Greek at Mason College, Birmingham, 1883–1900, and in the University of Birmingham, 1900–18. After much discussion, the possibility of founding a Midland university on a federal basis was abandoned. Joseph Chamberlain, whose claim as chief founder of the University of Birmingham is not disputed, decided towards the end of 1897 that a civic university was required. "Thereafter," we read, "the question of federation was never again raised"—except on one occasion, by Principal Bodington, of Leeds. Sonnenschein's role was almost as important as Chamberlain's. Insistently, against much discouragement, he expounded the true nature of a university as a society, a fellowship—not an institution for which professors and other teachers are "hired"—a fellowship enjoying self-government—by students, teachers, founders, and supporters. Without Sonnenschein, there would have been no academic autonomy; but Chamberlain was a willing collaborator. The Principal of the University of Birmingham is appointed by the Crown. This is not at first sight evidence of a democratic constitution, but was the method adopted for evading lay or academic domination.

Educational Research Series, No. 31. *Ability Grouping: Recent Developments in Methods of Class-Grouping in the Elementary Schools of the United States.* By Dr. H. S. WYNDHAM. (7s. net. Melbourne University Press in association with the Oxford University Press.)

Stanford Pamphlets, No. 4. *School Administration in the Twentieth Century.* Edited by J. B. SEARS. (4s. 6d. net. California: Stanford University Press. London: Oxford University Press.)

The Old Model School: its History and Romance, 1852–1904. By J. A. ALLEN. (10s. net. Melbourne University Press. London: Oxford University Press.)

The Hedge Schools of Ireland. By Dr. P. J. DOWLING. (10s. 6d. net. Longmans.)

European Policies of Financing Public Educational Institutions. II. Czechoslovakia. III. Austria. By F. H. SWIFT. (4s. 6d. net each. Berkeley, Cal.: University of California Press. London: Cambridge University Press.)

Local Administration in English Elementary Education, 1833–1930. By Dr. G. P. MCHUGH. (3s. 6d. Councils and Education Press.)

The Faith of a Schoolmaster. By E. SHARWOOD SMITH. (6s. net. Methuen.)

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The Journal of Education

SPECIAL SERIES OF ARTICLES *for* 1935

This is under the general heading of

UNIVERSITY ENTRANCE SCHOLARSHIPS:
SUBJECTS AND STANDARDS

An Introductory Article on **The Scholarship System.** By Dr. CYRIL NORWOOD, President, St. John's College, Oxford. (*January*, 1935)

Classics. By Mr. F. R. DALE, D.S.O., M.C., M.A., City of London School. (*February*, 1935)

Modern Languages. By Mr. A. M. GIBSON, M.A., Liverpool Collegiate School. (*March*, 1935)

Mathematics. By Mr. G. H. LESTER, M.A., The Grammar School, Bristol. (*April*, 1935)

Geography. By Dr. E. D. LABORDE, Harrow School. (*May*, 1935)

In each of the articles consideration is given to the arrangement of courses, types of paper set, desirable improvements to the system, standard, scope, and other matters of practical interest to teachers concerned with scholarship examinations for the Universities.

• London: MR. WILLIAM RICE, LUDGATE BROADWAY, E.C. 4 •

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MODERN LANGUAGES

Voyage en Orient. By R. DORGELÈS. Edited by W. F. WHITMARSH. (1s. 3d. Nelson.)

Mr. Whitmarsh has struck new ground in his edition of Dorgelès' " Partir." It contains the descriptive passages only, and each section is followed by a questionnaire. This would serve as an interesting reader for an upper middle form. It contains a few illustrations and a complete vocabulary.

El Caballero de Olmedo. By LOPE DE VEGA. Edited with Notes, by Dr. I. I. MACDONALD. (4s. 6d. Cambridge University Press.)

This play presents an unusual aspect of the " pundonor " so beloved of the Spanish dramatist. It is well edited from the text of the first edition of 1641. A vocabulary of unfamiliar words and words used in an unusual sense is included while, the notes on metre and references are valuable and interesting.

A Businesslike Spanish Course. By I. L. GUIBARA. (3s. 6d. Macmillan.)

Señor Guibara has enlarged and developed *A Foundation Course in Spanish*, which was successfully published in America some few years ago. The main object of the present book is to give the exercises and vocabulary " a commercial turn so as to make it serviceable to students engaged in commerce." The Introduction on Pronunciation is brief but well explained. The lessons are progressively developed with a variety of exercises, although the sentences in the English exercises have an Ollendorffian ring.

La Narration Française : a Practical Guide to Free Composition in French. By M. A. LEBONNOIS. (1s. 9d. University Tutorial Press.)

Monsieur Lebonnois begins his preface with this quotation from the examiners' report on the School Certificate examination : " It is useless to pretend that the majority of the essays were anything but worthless." Is not this a condemnation of setting a French essay to any candidate below university standard ? For every examiner who has had free compositions to mark will echo this quotation. About thirty years ago the idea arose that it was much better for children to write their own French than to translate English into French. But before the age of 18 neither their knowledge of grammar nor of vocabulary is equal to the task. They merely write gibberish which fixes their errors in their brains. M. Lebonnois's book is most painstaking and thorough. He takes the pupil through the difficulties of grammar and vocabulary ; he shows him how to build up a sentence, how to use the tenses, how to expand a short passage and how to produce the finished article. As he says, the real difficulty of free composition is that it is not only a test of the knowledge of a language but also a test of a pupil's ability to write an essay. It would take an industrious student quite two hours a week during two years to work through this manual. And he could not start it much before 15. So the sooner free composition is deleted from elementary examinations, the better for the teachers and the taught.

A Revision French Grammar and Composition Book. By F. BLACKBURN and A. G. MORRIS. (3s. 6d. Blackie.)

This is a welcome book : the first part consists of an abridgment of French grammar in which all those points are emphasized on which pupils often come to grief. The second part consists of sentences to test the knowledge of the grammar, continuous prose passages for translation into French, many of them taken from past School Certificate and Matriculation papers and subjects for free composition. The only criticism that could be made is that help is given in footnotes for the translation. For the first few pieces this is unobjectionable, but there ought to be a good number without any help at all.

La Merveilleuse Histoire du Prince José. By P. GOAZEC. *L'Anneau Vert.* By J. ROSMER. Edited with Notes, Exercises, and Vocabulary by M. A. LEBONNOIS. Abridged Editions. (1s. 6d. each. Arnold.)

Prière sur L'Acropole, with Readings from the Original Manuscript. By E. RENAN. Edited by E. VINAVER and T. B. L. WEBSTER. (2s. net. Manchester University Press.)

Additional Exercises for Modern French Course. By M. CEPPI. (1s. Bell.)

Foundations of French on the Direct Method. By S. HEMSLEY. (Pupil's Book, 2s. Teacher's Book, 2s. net. Cambridge : Heffer.)

Unterhaltende Erzählungen von Rudolf Baumbach, Roda Roda, und andern. Eight Short Stories adapted and edited, with Exercises, by H. COOPER. (2s. 3d. Bell.)

A French Course. By G. J. G. TAYLOR and W. H. CARHART. Second Year. (2s. 6d. Blackie.)

Two French Plays. Edited by N. W. H. SCOTT. (2s. Macmillan.)

MUSIC

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A Short Service. The Rev. W. H. Elliott with Choir and Organ of St. Michael's, Chester Square. DX 660. 4s.

An Address. By the Rev. W. H. ELLIOTT. DX 661. 4s.

A Rossini revival is at present in full swing, and it will receive further stimulus from the record which heads this month's list. Here the composer's gay and witty music is directed by Sir Thomas Beecham with all possible verve and enthusiasm and played by the London Philharmonic Orchestra with its customary brilliance and virtuosity of execution. Added to the school library, the record will provide excellent illustrations of wood-wind and horns, which have been recorded with remarkable fidelity. The Coleridge-Taylor Suite, capital music of the lighter kind, is admirably played by the Bournemouth Orchestra, and Mr. Dennis Noble gives us virile singing and clear diction in a Handel aria. The innumerable admirers of the Rev. W. H. Elliott will doubtless welcome the opportunity of possessing in permanent form one of the weekly services broadcast from St. Michael's, Chester Square. The two records effectively reproduce the simplicity and directness to which, in large part, the appeal of this broadcast is due.

The Choice of a Beethoven Sonata for Diploma Examinations. By A. COVIELLO. (1s. net. Oxford University Press.)

This booklet will be of real service both to the pianoforte student and to the teacher. Mr. Coviello, a teacher and examiner of long experience, discusses the sonatas in the Teachers' and the Performers' lists for the L.R.A.M. diploma from the point of view of their suitability to different types of candidates, gives metronome speeds for each movement, and points out specially difficult passages, common misreadings, and sections likely to be heard at the examination.

Music Making : the Complete Musical Education of School Children from Three to Eleven Years of Age. By MARJORIE G. DAVIES. (3s. 6d. net. University of London Press.)

This book deals with a complete school music course for young children, as much from an educational point of view as from a musical one, and it is intended for the teachers, and especially the non-specialist teachers, of all children of infant and junior age. It is comprehensive and well balanced, giving no more than is due to such things as rhythmic training, the percussion band, the reading and writing of music, speech training and voice production, songs and creative musical work, all of which are considered in a thoroughly practical manner. Miss Davies is an experienced and understanding teacher, and her book should be in the hands of all who have the care of a child's musical education.

Intelligent Listening to Music : a Guide to Enjoyment and Appreciation for all Lovers of Music. By W. W. JOHNSON. (5s. net. Pitman.)

(*Continued on page* 164)

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SCIENCE

Practical Plant Anatomy : an Elementary Course for Students. By C. J. A. BERKELEY. (3s. University of London Press.)

This is a most helpful little book alike to students and to teachers. The author is familiar with the mistakes and difficulties frequently experienced in the laboratory, and shows how to avoid them. He gives explicit instructions on the proper use of the microscope ; and describes with admirable clearness the entire technique of cutting sections by hand, and of staining and of mounting both temporarily and permanently. The guidance given regarding drawings of sections seen through the microscope—a stumbling-block to most young students—is first-rate, and will both save time and gain marks in examinations, if followed. Teachers of elementary botany will find Mr. Berkeley's book a sound investment.

Heredity : Mainly Human. By E. MOORE. (15s. net. Chapman & Hall.)

The prologue to this fine volume states that it is an attempt to meet a part of a citizen's need, to give him some idea of the rather important activity of living things and their capacity for reproducing themselves ; and to indicate how it bears upon the practical problems [political, social, economic] he is asked to solve ; and that it is intended for the educated and intelligent reader who knows nothing of the subject, but wishes to understand its main outlines. Nevertheless, for school purposes there is here much that elementary teachers will find extremely helpful. The first three chapters on the mechanism of heredity and Mendelism can scarcely be bettered for lucidity and cogent analogies ; while the coloured diagrams illustrating them are such that " he who runs may read." The " mainly human " middle portion of the book, most interesting though it is and often lightened by delightful flashes of humour, is beyond school range. It is followed, however, by four chapters on evolution, Lamarckism, racial poisons, and mutations that could be read with great profit by any biological specialist of school age, and that are in no way dependent upon the " skipped " middle chapters.

Science Museum, South Kensington. *Handbook of the Collections illustrating Electrical Engineering.* II. *Radio Communication.* By W. T. O'DEA. Part I. *History and Development.* (2s. 6d. H.M.S.O.)

This most interesting and informative handbook gives a remarkable amount of information about the complete history of wireless communication, from the very early days long before the time of Hertz up to the latest developments now used to-day. The main subjects covered are : detectors, valves, telephony and broadcast transmission, receivers, television, loud-speakers and microphones. The illustrations are excellent.

Newton and the Origin of Colours : a Study of one of the Earliest Examples of Scientific Method. By M. ROBERTS and E. R. THOMAS. (3s. 6d. net. Bell.)

Newton's classical paper on *The Origin of Colours* occupies a relatively small part of this book. It is preceded by several chapters of biographical details, including an account of Newton's experiences at Cambridge, and of his method of making his reflecting telescope. The final chapter describes the progress of optics since the days of Newton. The book is most readable, and full of information.

Biology for Everyman. By Sir J. ARTHUR THOMSON. Edited by Dr. E. J. HOLMYARD. Two volumes. (15s. net the set. Dent).

The late Sir Arthur Thomson was a great teacher and a brilliant exponent of the science of life. Although well known to his scientific colleagues for his original researches, especially on the Alcyonaria, a very much wider public appreciated his writings and broadcast talks. There scarcely exists a British specialist biologist, or even layman interested in the science of life, who is not familiar with one or more of his prolific works. *Biology for Everyman* was completed just before Sir Arthur died on February 12, 1933. He had intended this work to be his *magnum opus.* It is a pity that he did not live to see the publication of this great effort ; but Dr. J. H. Holmyard as editor, and Messrs. J. M. Dent & Sons, Ltd., as publishers, have collaborated in realizing fully the author's intention. It would be difficult to design a more fitting memorial. The whole kingdoms of plants and animals are fully surveyed. Although the fascinating style of the author pervades the book, the subject matter is systematically arranged. Such arrangement, together with a very full index, makes the book valuable also as a textbook. A book in two volumes by a distinguished biologist, and containing 1,600 pages, offered at the nominal price of 15s., is a worthy acquisition for any library.

School Certificate Revision Tests in Chemistry. Nos. 1–10. Compiled by A. HOLDERNESS and J. LAMBERT. (5d. per set. Heinemann.)

While these test-papers will help a busy teacher by economizing his time, they offer no feature of originality and consist merely of such questions as any master or mistress preparing candidates for School Certificate chemistry would normally use for drill. Some of the questions are repeated ; thus Q. 5 (*b*) in Test I is the same as Q. 4 (*a*) in Test 6.

A Scheme for the Detection of the More Common Classes of Carbon Compounds. By F. E. WESTON. Sixth Edition. (4s. 6d. Longmans.)

The new edition of this well-known book has been enriched by the inclusion of a comprehensive index, a feature which will greatly add to its value. It is unnecessary for us to do more than to call attention to this latest edition, since the book itself is so deservedly familiar to all students of organic chemistry.

Dispensing for Pharmaceutical Students. By J. W. COOPER and F. J. DYER. Fourth Edition. Revised and Re-written by J. W. COOPER. (8s. 6d. net. Pitman.)

The third edition of this book was published in 1933, and the fact that a fourth edition was required in 1934 therefore speaks for itself. No changes have been made beyond a re-arrangement of one chapter and a slight extension of another. We may perhaps reiterate our opinion that this is easily the best book of its kind.

Oxford and The History of Science, with an Appendix on Scientific Collections in College Libraries : Inaugural Lecture delivered in the Examination Schools, October 25, 1934. By R. T. GUNTHER. (2s. net. Oxford University Press.)

Dr. R. T. Gunther, the first University Reader in the History of Science at Oxford, gives here a short account of his subject as it relates to the University, and adds notes on the scientific classics in the various college libraries. Dr. Gunther has done noble work at Oxford in rescuing and collecting old scientific apparatus, and we share the delight felt by all historians of science at the official recognition now so deservedly given him.

The New World of Science. By A. F. COLLINS. (10s. 6d. net. Philadelphia and London : Lippincott.)

This book is a well-written account of the more important or more spectacular exhibits shown at the Chicago Exposition of 1933. The chapter-headings all begin—rather irritatingly—with the words " The Magic of——," *e.g.* " The Magic of Television," " The Magic of Cosmic Rays," and " The Magic of the Oscillograph Tube," and there are a few mannerisms of style that grate upon the sensibility of an educated reader. Apart from such slight defects, however, the book is one that can be warmly praised for the courageous and successful way in which it deals with a wide variety of extremely difficult topics. The subjects chosen are those which, in the realm of modern physics, offer most interest to the intelligent layman ; and Mr. Collins has assumed in his readers the minimum of previous physical knowledge. Anyone who knows how a wireless set works should have no difficulty in reading this fascinating book with pleasure and understanding.

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(*Continued on page* 166)

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While hackneyed topics should be avoided, the essays may be on subjects of the candidates' own choosing, or on others suggested in the course of their English reading by their teachers. They may be written specially for this competition or as exercises presented in the ordinary course of school work. The themes should be such as lend themselves to literary, as opposed to merely scientific or technical treatment.

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MISCELLANEOUS PUBLICATIONS

Institutional Management and Accounts. By H. REYNARD. (5s. Longmans.)

This book is intended as a guide to managers of residential institutions in the management of finance and the preparation of accounts. It deals primarily with the finances of students' hostels, but the principles can be applied, with very little adjustment, to schools, residential clubs, boarding houses and hotels. After dealing with the classification of expenditure, the author gives a model budget. The expenditure is analysed on a percentage basis and a great deal of useful advice is given under the various headings. The method of applying the model budget to a concrete case is then shown by taking an imaginary hostel with a given number of students paying a given fee and allocating the expenditure on a cash basis. Classified tables are given, showing the percentage analysis of accounts of fifty-six institutions. The final chapter deals with the forms of accounts which might be used in this work. The book is well written and should prove of great assistance to those who are engaged in the management of residential institutions.

Newspaper Headlines: a Study in Linguistic Method. By H. STRAUMANN. (10s. net. Allen & Unwin.)

This is an interesting attempt to examine newspaper headlines, as represented in the modern English press. Examples are taken from more than twenty of our leading newspapers. Illuminating comparisons are made, such as often reveal the soul of a newspaper. The author has studied his subject from many points of view—sociological, psychological, historical, and linguistic.

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A Manual of Library Organization. By B. M. HEADICAR. (10s. 6d. net. Allen & Unwin.)

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Wigan and District Mining and Technical College. *The Individual and Society.* An Address by S. P. B. MAIS. (3d.)

Publications du Bureau International d'Éducation, No. 36. *Le Bureau International d'Éducation en* 1933–1934 *: Rapport du Directeur à la Cinquième Réunion du Conseil.*

Publications du Bureau International d'Éducation, No. 36. Série de Monographies Nationales. *La Réform Scholaire Polonaise.* (Fr. 1.50.)

Publications du Bureau International d'Éducation, No. 37. *IIIe Conférence Internationale de l'Instruction Publique, Genève,* 1934 *: Procés-Verbaux et Résolutions.* (Fr. 4. Geneva: Bureau International d'Éducation.)

Report on Public Instruction in Burma for the Year 1933–34. (Rs. 1.4 (1s. 11d.). Rangoon: Government Printing and Stationery.)

Bringing Science into the Road Traffic Problem. By Lieut.-Col. M. O'GORMAN. (1s. British Science Guild.)

The Scottish Universities Entrance Board. *Announcements.* Issued February 1, 1935.

Personal: To Boys. By Dr. T. M. NEATBY. (4d. The Alliance of Honour.)

Leicestershire County Council Education Committee. *Progress in the Reorganisation of Elementary Schools.*

University of London Institute of Education. *John Adams: a Lecture in his Memory, being the Second John Adams Lecture given in the Institute.* By Sir MICHAEL SADLER. (1s. net. Oxford University Press.)

The University of London Animal Welfare Society. *Eighth Annual Report, 1st July,* 1933 *to 30th September,* 1934.

"Friends of Europe" Publications, No. 21. *The Church-State Struggle in Germany.* By the Rev. H. S. LEIPER. (3d.)

The Carnegie Trust for the Universities of Scotland. *Thirty-third Annual Report (for the Year* 1933–34). Submitted by the Executive Committee to the Trustees on February 6, 1935.

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No. 788 MARCH 1, 1935

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Directory of Educational Associations

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THE object is stated only when this is not obvious from the title or not known by general repute. Then follow—(*a*) The membership total, (*b*) the yearly subscription, (*c*) the Society's organ, (*d*) the telegraphic address, (*e*) the telephone number, (*f*) the date and place of next annual meeting, (*g*) the (honorary) secretary's name and office address.

Professional bodies holding a qualifying entrance examination for membership or fellowship are distinguished thus :

[Fellow, F..... ; Associate, A.....]

Entries referring to " Appointments Boards," " Training of Teachers," " University Extension," will be found under these sub-headings.

The following changes in the List should be noted:

The British Association for Commercial Education and The Association for Education in Industry and Commerce were amalgamated in June, 1934 as The British Association for Commercial and Industrial Education.

The International Education Society " has now been wound up."

With regard to the Women's Employment Federation, it should be noted that this is " not an Employment Agency, and that individual women cannot be placed in work."

We owe our best thanks to Secretaries for their promptitude in correcting slips.

In the subjoined list, in addition to societies and associations directly concerned with educational activities, a certain number of other societies are included. Almost all such institutions, however, hold examinations or require other educational qualifications for membership, and have, therefore, direct relationship with school or university work.

Accountant-Lecturers' Association.
Mr. M. Moustardier, F.S.A.A., F.C.I.S., 69 Downs Road, E. 5.

Accountants, Chartered, in Ireland, Institute of.
[Fellow, F.C.A. ; Associate, A.C.A.] 345. Fellow, £6 6s. ; Associate in Practice, £4 4s. ; Associate not in Practice, £1 1s. (*e*) Dublin 44826. (*f*) May, 1935. Mr. Wm. Edmiston Crawford, F.C.A., 41-42 Dawson Street, Dublin, C. 2.

Accountants and Auditors, Incorporated Society of.
[Fellow, F.S.A.A. ; Associate, A.S.A.A.] 6,450. 10s. 6d. to £6 6s. (*c*) Own *Journal*. (*d*) Incorpac, Estrand. (*e*) Temple Bar 8822. (*f*) May, 1935, at Incorporated Accountants' Hall. Mr. A. A. Garrett, M.B.E. Incorporated Accountants' Hall, Victoria Embankment, London, W.C. 2.

Accountants, Institute of Chartered, in England and Wales.
[Fellow, F.C.A. ; Associate, A.C.A.] 11,340. Fellows : London, £5 5s. ; Country, £3 3s. ; Associates, £2 2s. and £1 1s. (*c*) *The Accountant*. (*d*) Unravel, Ave., London. (*e*) Metropolitan 6731. (*f*) May 1, 1935, at Hall. Hon. George Colville, M.B.E., Moorgate Place, E.C. 2.

Accountants, Corporation of.
2,150. £3 3s. (*c*) *The Corporate Accountant*. (*d*) Confirm. (*e*) Central 1586. (*f*) March 20, 1935. Mr. J. Stirling Brown, 121 West George Street, Glasgow.

Actuaries, Institute of.
[Fellow, F.I.A. ; Associate, A.I.A.] 1,420. Fellow, £3 3s. ; Associate, £2 2s. ; Student, £1 1s. (*c*) Own *Journal*. (*e*) Holborn 1710. (*f*) First Monday in June. Mr. Geo. Green, M.A., and Mr. H. E. Raynes, Honorary Secretaries ; Assistant Secretary, Mr. S. H. Jarvis, Staple Inn Hall, W.C. 1.

Adult Education, British Institute of.
(Great Britain and Northern Ireland.) Promote Adult Education in society. 550. 10s. to £2 2s. (*c*) *Adult Education*. (*e*) Museum 9116. (*f*) May, 1935, London. Mr. W. E. Williams, 39 Bedford Square, W.C. 1.

Adult Education, World Association for.
To promote co-operation between adult educational institutions. 1,500. 6s. (*c*) *International Quarterly of Adult Education*. (*d*) Worladult, Westcent, London. (*e*) Museum 0867. Miss Dorothy W. Jones, 16 Russell Square, W.C. 1.

Adult School Union, National.
Adult education and social service. 37,270. (*c*) *One and All*. (*d*) Aduscolun, phone, London. (*e*) Museum 5492. (*f*) March 2–3, 1935, London. General Secretary, Mr. George Peverett, 30 Bloomsbury Street, W.C. 1.

Agricultural Examination Board, National.
[Agriculture, N.D.A.] Apply to the Secretary, Royal Agricultural Society of England, 16 Bedford Square, W.C. 1 ; or Secretary, Highland and Agricultural Society of Scotland, 8 Eglinton Crescent, Edinburgh, 12.

American University Union, British Division.
To serve as a bond between the Universities of the United States and those of European nations. Students and graduates of American universities become automatically members. (*e*) Museum 5077. Mrs. D. R. Dalton, 1 Gordon Square, W.C. 1.

Anglo-Belgian Union, Educational Sub-Committee.
800. £1. (*c*) Own *Report*. (*e*) Regent 3367. Mr. Algernon Maudslay, C.B.E., 3 Old Burlington Street, W. 1.

Anglo-Danish Students' Bureau.
To give information on university and general educational matters. (*e*) Museum 4108. Mr. J. H. Helweg, 88a Gower Street, W.C. 1.

Anglo-German Academic Bureau. Branch Office of the Deutscher Akademischer Austauschdienst.
Exchange schemes for students and teachers. Information on educational matters in Germany. German lending library, 1,400 books. Subscription, 10s. ; students, 7s. 6d. (*c*) *Hochschule und Ausland*. (*d*) Angerab, Westcent, London. (*e*) Museum 6113-4. 75 Gower Street, W.C. 1.

Apothecaries of London, Society of.
Licence (L.M.S.S.A.) ; Post-Graduate Diploma, Master of Midwifery (M.M.S.A.) ; Certificate, Assistants in Dispensing. (*e*) Central 1189. Group-Captain Henry Cooper, D.S.O., M.A., M.R.C.S., L.R.C.P., Registrar, Apothecaries' Hall, Water Lane, E.C. 4.

APPOINTMENTS BOARDS.

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(*e*) B'ham, Cent., 2149. Mr. D. J. Cameron, M.A., The University, Edmund Street, Birmingham.

University of Cambridge.
(*d*) Appointments, Cambridge. (*e*) 627. Mr. O. V. Guy, D.S.O., M.C., M.A., Secretary ; Assistant Secretaries : Mr. A. L. Maycock, M.C., M.A. (Education) ; and Mr. W. N. C. van Grutten, O.B.E., M.C., M.A., A.M.Inst.C.E. (Engineering). Lensfield, Cambridge.

Durham Colleges.
(*d*) University Offices, Durham. (*e*) Durham 300 and 301. Mr. H. G. Theodosius, University Offices, 38 N. Bailey, Durham.

University of Edinburgh.
Mr. W. T. Baxter, The University, Edinburgh.

University of Glasgow.
(*e*) Western 3999. Mr. J. Thomson, M.A., B.Sc., Ph.D., F.R.S.E., The University, Glasgow.

University of Leeds.
(*d*) Leeds University. (*e*) Leeds 20251. Mr. W. R. Grist, B.Sc. (Lond.), The University, Leeds.

University of Liverpool.
(*e*) Royal 5460. Mr. Stanley Dumbell, M.A., Secretary for Appointments ; Secretary for Women's Appointments, Miss E. A. Buller, B.A., The University, Liverpool.

University of London.
5s. (*d*) Becomburo, Westcent, London. (*e*) Museum 6343. Mr. H. J. Crawford, B.A., 46 Russell Square, W.C. 1.

University of Oxford.
(*d*) Appointments, Oxford. (*e*) Oxford 3225. Mr. C. E. D. Peters, Secretary ; Mr. E. A. Greswell, Educational Secretary, 36 Beaumont Street, Oxford.

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APPOINTMENTS BOARDS.

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(*e*) St. Andrews 35. Mr. David J. B. Ritchie, B.L., The University, St. Andrews.

University of Sheffield.
To advise students and prospective students. (*d*) University, Sheffield. (*e*) 20305. Mr. W. M. Gibbons, O.B.E., M.A., The University, Sheffield.

University of Wales.
5s. (*d*) University, Cardiff. (*e*) 1785. Mr. D. Brynmor Anthony, M.C., M.A., University Registry, Cathays Park, Cardiff.

Archaeological Aids Committee. Association for Reform of Latin Teaching.
To supply visible and tangible aids to the teaching of antiquity in schools. 10s. 6d. (*c*) *Latin Teaching*. Miss C. Billing, Arncliffe, Nightingale Road, Guildford, Surrey.

Architects, Royal Institute of British.
[Fellow, F.R.I.B.A.; Associate, A.R.I.B.A.; Licentiate, L.R.I.B.A.] 1,758. Fellows, £5 5s.; 3,183 Associates, £3 3s.; 2,389 Licentiates, £3 3s. (*c*) Own *Journal*. (*d*) Wesdo, Piccy, London. (*e*) Welbeck 5721. (*f*) May 13, 1935, London. Sir Ian MacAlister, M.A., 66 Portland Place, London, W. 1.

Architectural Education, Board of, Royal Institute of British Architects.
(*d*) Ribazo, Wesdo, London. (*e*) Welbeck 5721. Mr. Everard J. Haynes, B.A. (Oxon), 66 Portland Place, London, W. 1.

Art Masters, National Society of.
[Fellows, F.S.A.M.] 1,000. £1 11s. 6d. (full-time teachers); 15s. (part-time). Probationary Members, 10s. 6d. (*c*) Own *Journal*. (*e*) Museum 0658. (*f*) January, 1936. Mr. R. Radcliffe Carter, R.B.S.A., 29 Gordon Square, W.C. 1.

Art Teachers' Guild.
For those interested in the teaching of Art. 375. 15s. (*c*) *The Record*. (*f*) January, 1936. Miss M. Lenn, 29 Gordon Square, W.C. 1.

Assistant Masters in Secondary Schools, Incorpd. Association of.
11,500. £1 11s. 6d. (*c*) *The A.M.A.* and *Year Book*. (*d*) Incorama, Westcent, London. (*e*) Museum 0656–0659. (*f*) Southsea, January, 1936. Mr. G. D. Dunkerley, B.Sc., A.R.C.S., 29 Gordon Square, W.C. 1.

Assistant Mistresses in Secondary Schools, Association of (Incorporated).
7,800. £1; Associate, 1s. (*e*) Museum, 0658 and 0659. (*f*) January, 1936, University College, London. Mrs. Gordon Wilson, 29 Gordon Square, W.C. 1.

Associated Board, The, of The Royal Schools of Music, London (The Royal Academy of Music and The Royal College of Music), For Local Examinations in Music.
(*d*) Associa, London. (*e*) Museum 4478. (*f*) July, 1935. The Secretary, 14 and 15 Bedford Square, London, W.C. 1.

Authors, Playwrights, and Composers, Inc. Society of.
4,000. £1 10s. (*c*) *Author, Playwright, and Composer*. (*d*) Autoridad, Westcent, London. (*e*) Museum 1664 (2 lines). Mr. D. Kilham Roberts, 11 Gower Street, W.C. 1.

Bankers, Institute of.
[Certified Associate (Cert. A.I.B.)]. 34,000. 10s. 6d. to £2 2s. (*c*) Own *Journal*. (*e*) Avenue 3102 and 3103. (*f*) May, 1935. Mr. E. Sykes, 5 Bishopsgate, E.C. 2.

Blind, College of Teachers of the.
600. 10s. (*c*) *The Teacher of the Blind*. (*e*) Primrose 2267–8–9. (*f*) June, 1935, London. J. M. Ritchie, M.A., Ph.D., School for the Blind, Swiss Cottage, N.W. 3.

Board of Education.
(*e*) Whitehall 4300. Sir Henry Pelham, K.C.B., Whitehall, S.W. 1.

Board of Education Library.
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Book-Keeping Teachers, Association of (Ltd. by Guarantee).
[Fellow, F.B.T.; Associate, A.B.T.; Member, M.B.T.] 500. Fellows, 12s. 6d.; Associates, 10s. Members, 5s. (*c*) *The Book-Keepers' Magazine*. (*e*) Gillingham (Kent) 5765. (*f*) February 15, 1936, Essex Hall, Essex Street, London. Mr. W. J. A. Knight-Rawlings, F.I.S.A., 109 Rock Avenue, Gillingham, Kent.

British and Foreign School Society.
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About 9,000. Life, £10 10s.; Annual, £1 10s. and £1 1s. (*c*) *Annual Report*. (*d*) Sciasoc, Piccy, London. (*e*) Regent 2109. (*f*) Norwich, September 4–11, 1935. Dr. O. J. R. Howarth, O.B.E., Burlington House, W. 1. Educational Science Section: Mr. A. Gray Jones, M.A., B.Litt., 29 Gordon Square, W.C. 1.

British Universities League of Nations Society.
"To promote international understanding; to study international relations; and to make known the aims and activities of the League of Nations." 5669. Minimum, 1s. (*d*) Freenat, Knights, London. (*e*) Sloane 6161. (*f*) January, 1936. Hon. Sec., Mr. C. W. Judd; Sec., Mr. F. E. Figgures, 15 Grosvenor Crescent, London, S.W. 1.

Bureau of Education, The International.
To serve as a clearing-house for educational information and to promote international relations in the field of education. The majority of members are government representatives. (*c*) Own *Bulletin*. (*d*) Intereduc, Geneva. Miss Marie Butts, 44 rue des Maraîchers, Geneva.

Business Education, International Society for.
2,000. Collective members, 25 francs (Swiss); individual members, 3 francs (Swiss). (*c*) *International Review for Business Education*. Dr. A. Lätt, Schanzenberg 7, Zürich, Switzerland.

Cadet Association, Public Secondary Schools.
52 Affiliated Corps. 12s. 6d. per Corps. (*c*) *Camp Magazine*. (*f*) January, 1936, in London. Cadet Lt.-Col. J. Huck, O.B.E., Stationers' School, Hornsey, London, N. 8.

Carnegie United Kingdom Trust.
(*d*) Ameliorate, Dunfermline. (*e*) Dunfermline 398. (*f*) Dunfermline, March 8, 1935. Lt.-Col. J. M. Mitchell, C.B.E., LL.D., Comely Park House, New Row, Dunfermline.

Catholic Colleges, Conference of.
202. £3 3s. Very Rev. Mgr Gonne, M.A., St. Bede's College, Manchester.

Central Employment Bureau for Women and Students' Careers Association (Incorporated).
To give advice to educated women on the subject of careers, training, and suitable work. (*c*) *Women's Employment*. (*d*) Centembur, Westcent, London. (*e*) Museum 7396. Miss E. R. W. Unmack, M.A., 54 Russell Square, W.C. 1.

Central Schools (Selective), National Association of Teachers in.
10s. 6d. (*c*) The Central School Teacher. (*f*) Newcastle-upon-Tyne. February 14–15, 1936. Mr. H. J. Odell, B.Sc., 17 Broadmead Road, Woodford Green, Essex.

Certified Accountants, London Association of.
[Fellow, F.L.A.A.; Associate, A.L.A.A.] Promotion of knowledge and efficiency in science of accountancy. 3,200. £1 11s. 6d. to £4 4s. (*c*) *Certified Accountants' Journal*. (*d*) Laofact, Westcent. (*e*) Museum 5163. (*f*) March 26, 1935. Painters' Hall, E.C. 4. Mr. J. C. Latham, F.L.A.A., A.S.A.A., 50 Bedford Square, W.C. 1.

Chemistry, Institute of (Royal Charter, 1885; Founded 1877).
[Fellow, F.I.C.; Associate, A.I.C.] Fellows, 2,006, £2 2s.; Associates, 4,279, £1 11s. 6d.; Students, 783, 10s. (*c*) *Journal and Proceedings*. (*e*) Museum 2406. (*f*) March 1, 1935, at the Institute. Mr. Richard B. Pilcher, O.B.E., F.C.I.S., 30 Russell Square, London, W.C. 1.

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Child Study Society, London.
For the scientific study of children. 300. 10s. 6d. and 5s. (Students in College and Teachers in the first two years after leaving College, 2s. 6d.). (*c*) *Proceedings*. (*f*) May 9, 1935, at Woburn House, Upper Woburn Place, W.C. 1, Miss E. E. Kenwrick, N.F.U., 29 Tavistock Square, W.C. 1.

Choir Schools Association.
To discuss matters connected with the curriculum and life of cathedral and other choir schools. Headmastership of Choir School. 35. 10s. (*f*) January, 1936, London. Revs. R. H. Couchman, S. Senior, Choir House, Dean's Court, E.C. 4.

Church Education Corporation.
(*d*) 34 c/o Citzenry, Churton, London. (*e*) Victoria 3319. Mr. Chas. C. Osborne, 34 Denison House, Westminster, S.W. 1.

Church Schoolmasters' and Schoolmistresses' Benevolent Institution.
Assistance to distressed teachers or their dependants by means of annuities, orphan allowances, &c. Various Provident activities. (*e*) Franklin 6435. (*f*) London, June, 1935. Mr. P. H. Wright, B.A., The National Society's House, 21 Great Peter Street, Westminster, S.W. 1.

Civil Service Commission.
Mr. G. G. Mennell, Burlington Gardens, W. 1.

Classical Association.
2,500. 5s. and 5s. entrance fee. (*c*) Own *Proceedings*. (*e*) Mayfair 0732. (*f*) Southampton, April, 1935. Mr. R. M. Rattenbury, c/o Triangle Secretarial Offices, 59, 60, 61 South Molton Street, London, W. 1.

Class Teachers, National Federation of.
9,500. 1s., plus local fee. (*c*) *The Class Teacher*. (*f*) Salford, September 28, 1935. Mr. W. B. Steer, 92 Kedleston Road, Derby.

College of Preceptors.
[Fellow, F.C.P.; Licentiate, L.C.P.; Associate, A.C.P.] 800. 10s. 6d., holders of College diplomas; £1 1s. others. (*c*) *The Journal of Education*. (*d*) Preceptors, Westcent, London. (*e*) Holborn 7548. (*f*) April 12, 1935, at Office. Mr. G. Chalmers, Bloomsbury Square, W.C. 1.

Commerce Degree Bureau.
University of London. Advises and assists External Students for London B.Com. Degree in their studies. (*d*) Becomburo, Westcent, London. (*e*) Museum 6343. Mr. H. J. Crawford, B.A., 46 Russell Square, W.C. 1.

Commerce, Faculty of Teachers in.
[Fellows, F.F.T.Com.; Associates, A.F.T.Com.] 800. Fellows, £1 1s.; Associates, 15s. (*c*) *Teacher in Commerce*. (*f*) Buxton, Whitsuntide, 1935. Mr. C. V. Young, A.C.I.S., F.F.T.Com., 27 Poplar Road, Wimbledon, London, S.W. 19.

Commercial and Industrial Education, The British Association for.
Collective Members, £2 2s.; Individual Members, £1 1s. (*d*) Undergrad, Westcent, London. (*e*) Museum 7401. Mr. A. Abbott, C.B.E., 3 Endsleigh Street, London, W.C. 1.

Conference of Educational Associations.
Affiliated associations, 54. Not exceeding 1,000 members, £2 12s. 6d.; 1,000–2,000, £3 13s. 6d.; 2,000–3,000, £4 14s. 6d.; 3,000–5,000, £5 15s. 6d.; 5,000–8,000, £6 16s. 6d.; over 8,000, £10 10s. (*c*) Report issued in March. (*e*) Museum 0658. (*f*) January, 1936. University College, London. Miss M. A. Challen, B.A., 29 Gordon Square, W.C. 1.

Congress of Secondary Education, The XVIIth Annual.
At Oxford, August 10–17, 1935. See International Federation of Associations of Secondary Teachers.

Continuative Teachers' Association.
Those engaged in the work of the L.C.C. Evening Institutes. 1,300. 2s. (*c*) *The Continuative Teacher*. (*f*) December, 1935, Institute of Education, University of London, W.C. 1. Mr. W. J. Kenyon, 33 Queen's Road, Finsbury Park, N. 4.

Convent Schools, Association of.
£1. Very Rev. Mgr Gonne, M.A., St. Bede's College, Manchester.

County Councils Association.
(*c*) *Official Gazette*. (*d*) Combined, Churton, London. (*e*) Victoria 0299. (*f*) March 27, 1935, London. Mr. S. M. Johnson, 84 Eccleston Square, S.W. 1.

Dairy Examination Board, National.
[Dairying, N.D.D.] Apply to Secretary, National Dairy Examination Board, 16 Bedford Square, London, W.C. 1; or Secretary, Highland and Agricultural Society of Scotland, 8 Eglinton Crescent, Edinburgh, 12.

Dalcroze Eurhythmics, London School of.
(*e*) Museum 2294. Miss Alice Weber, Ingham Memorial House, 37 Fitzroy Square, W. 1.

Dalcroze Society, Inc., The.
193. Teachers, 7s. 6d.; non-Teachers, 10s. 6d.; Life Membership, £5 5s. (*c*) Own *Journal*. (*e*) Museum 2294. (*f*) January, 1936. Mrs. E. Read, 37 Fitzroy Square, W. 1.

Dalton Association.
100. 5s. Teachers; 10s. non-Teachers. (*e*) Kensington 5933. (*f*) January, 1936, Conference of Educational Associations, University College, Gower Street, W.C. 1. Miss Belle Rennie, 20 Princes Gardens, London, S.W. 7.

Deaf, Council of Principals of Institutions and Schools for the.
70. 5s. (*d*) Deaf Institution, Derby. (*e*) Derby 953. (*f*) September, 1935, London. Mr. W. Carey Roe, B.A., Royal Institution for the Deaf, Derby.

Deaf, National College of Teachers of the.
Deaf diploma of either the College or Manchester University. 500. 10s. (*c*) *Teacher of the Deaf*. (*e*) Hanley (Stoke) 4314. (*f*) March 9, 1935, Baptist Church House, Southampton Row, W.C. 1. Mr. Norman S. Follwell, School for the Deaf, The Mount, Stoke-on-Trent.

Deaf, National College of Teachers of the (Metropolitan and Southern Branch).
To promote the welfare of the deaf child. 177. 10s. (*c*) *The Teacher of the Deaf*. (*e*) Penn (Bucks) 39. (*f*) March 22, 1935, Baptist Church House, Southampton Row, W.C. 1. Mr. John H. Blount, L.C.C. Residential School for the Deaf, Rayners, Penn, High Wycombe, Bucks.

Deaf, Teachers of the, National College of, Incorporated, Scoto-Irish Branch.
To further the cause of deaf education. 100. 10s. (*c*) *Teacher of the Deaf*. (*e*) Langside 162. Mr. G. Sibley Haycock, F.E.I.S., Langside School for the Deaf, Glasgow.

Decimal Association.
Decimal reform of coinage, weights, and measures. From 2s. upwards. (*c*) *Decimal Educator*. (*d*) Metropolitan 2250. (*e*) Metropolitan 2250. Miss E. Merry, 319 Finsbury Pavement House, E.C. 2.

Dental Board of the United Kingdom.
(*d*) Dentiboard, Wesdo, London. (*e*) Langham 2804. (*f*) May, 1935, at Office. Mr. Michael Heseltine, C.B., 44 Hallam Street, W. 1.

Directors and Secretaries for Education, Association of.
252. £1 11s. 6d. and £2 12s. 6d. (*f*) January, 1936, London. Mr. F. H. Toyne, B.A., 54 Old Steine, Brighton.

Domestic Studies, National Council for.
(*e*) Museum 0656–9. (*f*) November, 1935, London. Examinations Secretary, Miss K. M. Buck, 30 Gordon Square, W.C. 1.

Domestic Subjects, Association of Teachers of.
2,200. 15s. (*c*) *Housecraft*. (*e*) Museum 0656–9. (*f*) May 25, 1935, Gloucester. Miss K. M. Buck, 30 Gordon Square, W.C. 1.

Drawing Society, The Royal, Incorporated 1902.
(*d*) Roydrasoc, Parl, London. (*e*) Victoria 5933. (*f*) January, 1936. Miss E. Rust, 18 Queen Anne's Gate, Westminster, S.W. 1.

East Midland Educational Union.
110. (*c*) Own *Report, Handbook*, and *Prospectus*. (*d*) Emeu, Nottingham. (*e*) 2972. (*f*) June 6, 1935, Repton School, Derbyshire. Mr. L. Hitchman, 14 Shakespeare Street, Nottingham.

Education Committees (England, Wales, and Northern Ireland), Association of.
260. 3 to 19 guineas. (*c*) *Education*. (*e*) Museum 8019. (*f*) Southport, June 12, 13, 14, 1935. Dr. Percival Sharp, 44 Russell Square, W.C. 1.

Education Committees, Wales and Monmouthshire, Federation of.
30. Every L.E.A. in Wales now in membership. £2 2s. to £8 8s., according to population. (*e*) Swansea 82821. Mr. T. J. Rees, J.P., B.A., Director of Education, Education Offices, The Guildhall, Swansea.

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Educational Handwork Association.
4,000. 5s. (*c*) *Educational Handwork.* (*f*) June 13–14, 1935, Stratford-on-Avon. Mr. Wm. Osborn, 18 Westcombe Avenue, Roundhay, Leeds, 8.

Educational Institute of Scotland.
For those engaged in teaching in Scotland. [Fellow, F.E.I.S.] Over 24,000. £1 2s. 6d. (*c*) *Scottish Educational Journal.* (*d*) Institute, Edinburgh. (*e*) Edinburgh 23216 and 23217. (*f*) June 7 and 8, 1935. Mr. T. Henderson, B.Sc., F.E.I.S., 46 and 47 Moray Place, Edinburgh, 3.

Educational Institutions, Union of.
102. (*d*) Unedin, Birmingham. (*e*) Central 3788. (*f*) October 19, 1935, Birmingham. Mr. A. Percy Dent, F.I.S.A., 174 Corporation Street, Birmingham, 4.

Educational Settlements Association.
Adult Education through Settlements and Residential College. Minimum, £1 1s. (*c*) *The Common Room.* (*d*) Educadult, Kincross, London. (*e*) Euston 2533. (*f*) July 19–22, 1935, Southlands College, Wimbledon Park Side, London, S.W. 19. Mr. William Hazelton, Mary Ward House, 36 Tavistock Place, W.C. 1.

English Association, The.
5,000. 7s. 6d. or 17s. 6d. (*c*) Own *Bulletin.* (*e*) Victoria 4471. Mr. A. V. Houghton, 4 Buckingham Gate, S.W. 1.

English Folk Dance and Song Society.
1,898. £1 1s. and 10s. 6d. (*c*) *Journal* and *E.F.D.S. News.* (*e*) Gulliver 2206. (*f*) November, 1935, London. Mrs. F. C. Jenkins, 2 Regent's Park Road, London, N.W. 1.

English-Speaking Union.
To bring together the English-speaking peoples of the world. 24,449. 1 to 4 guineas. (*c*) *The Landmark.* (*d*) Enginguni, Audley, London. (*e*) Mayfair 7400 (ten lines). (*f*) March, 1935, Dartmouth House. Miss Helena Mills John, M.A., Dartmouth House, 37 Charles Street, Berkeley Square, W. 1.

Eugenics Society.
Fellows, 387; Members, 331. Fellows, £1 1s.; Members, 10s. (*c*) Own *Review.* (*d*) Heredity, Churton, London. (*e*) Victoria 7302. (*f*) May 14, 1935, Royal Society's Rooms, Burlington House, W. 1. Mr. C. P. Blacker, M.C., M.A., M.D., M.R.C.P., 69 Eccleston Square, S.W. 1.

Federal Council of Associations of Teachers in Bristol, Somerset, Wiltshire, and Gloucestershire.
42. £1 1s. (*f*) November 16, 1935, Bristol University. Mr. A. R. Iveson, M.Coll.H., A.C.P., Hursley Hill, Whitchurch, Bristol.

Federation of University Women's "Camps" for Schoolgirls.
To help girls to understand the meaning of Christianity and its relation to life. (*c*) *Camp Annual.* (*e*) Temple Bar 7201. Miss K. T. Witz, 35 Wellington Street, Strand, W.C. 2.

Friends, Central Education Committee of the Society of.
(1) General Education: Mr. Francis H. Knight, M.A., Friends' House, Euston Road, N.W. 1. (*e*) Museum 8164. (2) Sunday Schools and Children's Work: Mr. Alec North, Friends' House, Euston Road, N.W. 1. (*e*) Museum 8164. (3) Adult Education: Mr. R. Davis, Woodbrooke, Selly Oak, Birmingham. (*e*) Selly Oak, 0838.

Friends' Guild of Teachers.
330. 5s. (*c*) Own *Annual Report.* (*f*) January, 1936. Mr. Roger D. L. Moore, M.A., Leighton Park School, Reading.

Froebel Educational Institute, The Incorporated.
Training College for Teachers and Preparatory School. (*e*) Prospect 1231. Demonstration School, Colet Gardens, W. 14. Miss M. A. Saunders, Froebel Educational Institute, Grove House, Roehampton Lane, S.W. 15.

Froebel Society and Junior Schools Association. (Founded 1874.)
Miss M. J. Chalmers, M.A., 29 Tavistock Square, W.C. 1.

Geographical Association.
To encourage the study of geography. 4,002. 10s. and 6s. (*c*) *Geography.* (*d*) Fleure, University, Manchester. (*e*) Central 1300 (Manchester). (*f*) January 2, 3, and 4, 1936, London School of Economics. Prof. H. J. Fleure, D.Sc., c/o Municipal High School of Commerce, Princess Street, Manchester, 1.

Geographical Society, Royal.
6,207. £3. (*c*) *Geographical Journal.* (*d*) Obterras, Southkens, London. (*e*) Kensington 2648. (*f*) June 24, 1935. Mr. A. R. Hinks, C.B.E., F.R.S., Kensington Gore, S.W. 7.

Geographical Society, Royal Scottish.
2,000. 25s. (*c*) *Scottish Geographical Magazine.* (*d*) Geography. (*e*) 21720. (*f*) November, 1935, Edinburgh. Mr. George Walker, Synod Hall, Edinburgh.

Geological Society of London.
(Assistant Secretary), Mr. A. Greig, Burlington House, Piccadilly, W. 1.

Gilchrist Educational Trust.
(*e*) Central 5928. The Very Rev. D. H. S. Cranage, Litt.D., 1 Plowden Buildings, Temple, E.C. 4.

Girls' Public Day School Trust, Ltd., The.
(*e*) Victoria 5835. (*f*) July, 1935, Broadway Court, Westminster. Mr. A. Maclean, Barrister-at-Law, O.B.E., Broadway Court, Westminster, S.W. 1.

Governesses' Benevolent Institution. (Incorporated by Royal Charter, 1848.)
Free Annuities to the aged, Homes for the aged, Holiday Home, financial assistance in temporary difficulties, free Employment Bureau. Ladies following the profession of a governess, whether members or not, are eligible for help. £1. (*e*) Victoria 2491. (*f*) 58 Victoria Street, S.W. 1, May 3, 1935. Colonel G. R. Codrington, C.B., D.S.O., 58 Victoria Street, S.W. 1.

Graduates in Music, Union of.
600. 5s. (*c*) Own *Roll.* Mr. Charles Long, Mus.B. (Oxon.), c/o University of London, South Kensington, S.W. 7.

Graduates, London, The Twentieth Century Society of.
2s. 6d. Mr. G. F. Troup Horne, B.M. XXTH, London, W.C. 1.

Guildhall School of Music.
(*d*) Euphonium, Fleet, London. (*e*) Central 4459. Mr. W. P. Waddington, M.A., John Carpenter Street, Victoria Embankment, E.C. 4.

Handicraft Teachers, The Institute of (Incorporated).
To promote educational handwork and the professional interests of its members. [The Institute's College of Handicraft; Fellow, F.Coll.H.; Member, M.Coll.H.; Associate, A.Coll.H.]; 1,800. 17s. 6d. (*c*) *Practical Education and School Crafts* and *The Junior Craftsman.* (*f*) April 22, 1935, Birmingham. Mr. A. R. Gregory, 6 Millbrook Road, Brixton, S.W. 9.

Headmasters' Conference.
To discuss educational questions which affect schools in close connexion with Oxford and Cambridge and other universities. A qualifying list of schools whose headmasters are eligible for membership of the Conference, is kept. The number of such Headmasters (including thirty Overseas schools) is 210, of which 150 are full members, which number, under its Constitution, the Conference cannot exceed. £2 2s. for full membership, otherwise, £1 1s. Mr. W. A. Bulkeley-Evans, C.B.E., LL.D., 5 Paper Buildings, Temple, E.C. 4.

Headmasters, Incorporated Association of.
910. £2 10s. (*c*) Own *Review.* (*e*) Museum 0656–0659. Mr. E. Percival Smith, Warwick School, and Mr. F. R. Hurlstone-Jones, Holloway School, Hilldrop Road, N. 7. Mr. L. W. Taylor; Assistant Secretary, Mr. H. Marshall. 29 Gordon Square, W.C. 1.

Head Mistresses' Association (Incorporated 1896).
600. £2 2s. (minimum); Overseas, £1 1s. (*e*) Museum 0658. (*f*) June, 1935, Girton College, Cambridge. Miss M. E. Martin, B.A., 29 Gordon Square, W.C. 1.

Head Teachers, National Association of.
9,200. 7s. 6d. (*c*) Own *Review.* (*f*) June 8–11, 1935, Southport. Mr. Gordon Barry, B.Sc. (till March 31), "Craigmore," Oxford Road, Macclesfield; (afterward) 81 Gower Street, London, W.C. 1.

Historical Association, The.
4,500. 10s. or 5s. (*c*) *History.* (*e*) Museum 6848. (*f*) January, 1936, London. Mr. J. F. Nichols, M.A., Ph.D., 22 Russell Square, W.C. 1.

Home and School Council of Great Britain.
The promotion of parent-teacher co-operation and child study. 200. £1 1s. for Societies, 5s. for Parent-Teacher Associations, 10s. for individuals. (*c*) *Parents and Teachers.* (*e*) Museum 0284. (*f*) March 29, 1935, London School of Economics, Miss M. B. Stephens, M.A., 29 Tavistock Square, W.C. 1.

Horticultural Society, Royal.
[Fellow, F.R.H.S.] 30,000. 1, 2, or 4 guineas. (*c*) Own *Journal.* (*d*) Hortensia, Sowest, London. (*e*) Victoria 4333. (*f*) February, 1936. Mr. F. R. Durham, C.B.E., M.C., Vincent Square, Westminster, S.W. 1.

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Hygiene, Institute of (Incorporated by Royal Charter).
2,000. Fellow, £2 2s.; Member, £1 1s.; Associate, 10s. 6d. (*c*) Own *Journal*. (*d*) Saluminate, Wesdo, London. (*e*) Langham 4200. (*f*) March, 1935. Mr. A. Seymour Harding, F.S.S., 28 Portland Place, W. 1.

Independent Schools Association, Incorporated.
To protect the interests of efficient schools under private management. 1,000. £1 1s. (*c*) *The Independent School*. (*d*) South 1574. (*f*) January, 1936. University College, London. Rev. C. Whitfield, M.A., St. Hilda's, Moseley, Birmingham, 13.

Industrial Psychology, National Institute of.
Minimum, £1. (*c*) *The Human Factor*. (*d*) Eesilabor, Estrand. (*e*) Holborn 2277. (*f*) London, December, 1935. Mr. C. B. Frisby, B.Com., Aldwych House, W.C. 2.

Inspectors of Schools and Educational Organizers, National Association of.
250. £1 1s. (*e*) Palmer's Green 2851. (*f*) October, 1935, Connaught Rooms, Great Queen Street, London, W.C. 2. Mr. W. L. Timms, Amberley House, Amberley Road, Palmer's Green, London, N. 13.

Institut Français du Royaume Uni.
To promote knowledge of French language, history, thought, life, &c. Lectures, 1, 3, or 5 guineas per annum, with special reductions to teachers. There are many other activities, including a Lycée and Courses for the Licence és Lettres. (*e*) Kensington 6211 and 6212. Secretary, 1–7 Cromwell Gardens, S.W. 7.

Institute of International Education.
For the promotion of international understanding through education. (*c*) *News Bulletin*. Prof. Stephen Duggan, Ph.D., LL.D., Litt.D., and Mary L. Waite, 2 West 45th Street, New York, N.Y., U.S.A.

Inter-Collegiate Scholarships Board, London.
To hold a Combined Examination for Entrance Scholarships tenable at certain colleges and schools of the University of London. Mr. S. C. Ranner, M.A., Medical School, King's College Hospital, Denmark Hill, S.E. 5.

International Institute Examinations Enquiry Committee.
(*e*) Central 5928. Sir Philip Hartog, K.B.E., 1 Plowden Buildings, Temple, E.C. 4.

Ireland, Association of Secondary Teachers.
To safeguard rights of lay Secondary Teachers. 350. Members: Men: £2 10s. in ten monthly instalments of 5s.; Women: £2 in ten monthly instalments of 4s. Associates: Men: £1 5s. in ten monthly instalments of 2s. 6d.; Women: £1 in ten monthly instalments of 2s. (*c*) *Irish School Weekly*. (*e*) Ballsbridge 229. (*f*) April 23-25, 1935, University College, Galway. Mr. T. J. Burke, 3 Anglesea Road, Ballsbridge, Dublin, S.E. 1.

Irish National Teachers' Organization.
12,500. 30s. (*c*) *Irish School Weekly*. (*d*) Teachers, Dublin. (*e*) 44433. (*f*) April 22-26, 1935, Dublin. Mr. T. J. O'Connell, LL.D., 9 Gardiner's Place, Dublin.

Irish Schoolmistresses, Central Association of.
50. 5s. (*e*) Dublin 61742. (*f*) February, 1936, Alexandra College, Dublin. Miss Bewley, B.A., Alexandra School, Dublin.

Joint Agency for Women Teachers.
Registration fee to non-members of the A.A.M., available for six months, 2s. 6d. (*e*) Museum 0656–9. Miss K. B. Anderson, M.A., Barrister-at-Law, 29 Gordon Square, W.C. 1.

Joint Scholastic Agency, Ltd.
To obtain posts for Assistant Masters at lowest possible fees. (*d*) Educatorio, Westcent, London. (*e*) Museum, 0656. (*f*) 29 Gordon Square, W.C. 1., December, 1935. Mr. G. D. Dunkerley, B.Sc. Registrar: Mr. R. E. Gundry, M.A., 29 Gordon Square, W.C. 1.

King Alfred School Society.
To establish and carry on schools to give practical expression to the best theories of education extant. £1 1s. (*c*) *The King Alfred Magazine*. (*e*) Speedwell 2999. (*f*) November, 1935, at Offices. Miss E. M. Hibburd, Manor Wood, North End Road, N.W. 11.

Lancashire and Cheshire Institutes, Union of.
A federation of the Education Committees of Lancashire, Cheshire, Derbyshire, Westmorland, Flintshire, Denbighshire, and the Isle of Man. (*d*) Institutes, Manchester. (*e*) Blackfriars 6959. (*f*) October 4, 1935, Preston. Mr. G. J. Walmsley, M.Sc., 33 Blackfriars Street, Manchester.

Latin Teaching, Association for the Reform of.
Improvement of Latin (and Greek) in Schools. 400. 5s. (*c*) *Latin Teaching*. (*f*) August 27 to September 6, 1935, Diocesan Training College, Salisbury. Miss M. F. Moor, Church Street, Old Headington, Oxford.

League of Nations Union.
396,064. Foundation, £1; Registered, 5s. and 3s. 6d.; ordinary, 1s. (*c*) *Headway*. (*d*) Freenat, Knights, London. (*e*) Sloane 6161. Mr. J. C. Maxwell Garnett, C.B.E., Sc.D., 15 Grosvenor Crescent, S.W. 1.

League of the Empire.
Furtherance of Imperial education and interchange of teachers. £1 1s. and 10s. (*d*) Empirlea, Churton, London. (*e*) Victoria 3094. (*f*) May, 1935. Miss E. A. Doggett, 124 Belgrave Road, S.W. 1.

Legal Education, The Council of.
Established by the four Inns of Court to superintend the education and examination of students for the English Bar. (*e*) Holborn 4665. Mr. T. Harvatt, B.A., 15 Old Square, Lincoln's Inn, W.C. 2.

Leplay House (Institute of Sociology).
To promote education in sociology and citizenship and the educational use of civic and regional surveys. 10s. (minimum). (*c*) *Sociological Review*. (*e*) Museum 9905. 35 Gordon Square, London, W.C. 1.

Leverhulme Research Fellowships Advisory Committee.
Institution of Fellowships in Research with no restriction of subject. (*d*) Guest, Leverho, Cent, London. (*e*) National 6701. Dr. L. Haden Guest, Union House, St. Martin's-le-Grand, London, E.C. 1.

Libraries and Information Bureaux, Association of Special.
300. Members, £2 2s.; Associate Members, £1 1s. (*e*) Museum 5347. (*f*) September 20–23, 1935, St. John's College, Cambridge. Miss E. M. R. Ditmas, M.A., 16 Russell Square, W.C. 1.

Library Association, The.
[Fellow, F.L.A.; Associate, A.L.A.] 4,250. 10s. 6d. to £2 2s. (*c*) *The Library Association Record* (Monthly). (*e*) Museum 4534. (*f*) September 9–13, 1935. Mr. P. S. J. Welsford, F.I.S.A., Chaucer House, Malet Place, W.C. 1.

Ligue de l'Enseignement.
5,300. 4 belgas. (*c*) Own *Bulletin*. (*d*) Ligue Enseignement, Bruxelles. (*e*) Bruxelles 113988. (*f*) January, 1936. Monsieur Edgard Philippet, Boulevard Maurice Lemonnier 110, Bruxelles, Belgique.

Ling Association of Teachers of Swedish Gymnastics.
1,400. £1. (*c*) Own *Leaflet*. (*e*) Terminus 4766. (*f*) January, 1936. Miss P. Spafford, 10 Mecklenburgh Square, W.C. 1.

Linguists, Institute of.
To promote the study of foreign languages and the interests of British linguists. [Fellow, F.I.L.; Associate, A.I.L.] 650. Fellows, £1 1s.; Associates, 15s. (*c*) *Linguists' Review*, (*f*) March 30, 1935, Manchester, and October, 1935, London. Mr. A. Cozens Elliott, Lambert House, 10–12 Ludgate Hill. London, E.C. 4.

Loan Funds.
The General Loan Training Fund, the Pfeiffer Fund, and the Mrs. Haweis Fund. All these funds are to help students in paying fees for professional or technical training. Apply to the Society for Promoting the Training of Women (Women's Loan Training Fund). 10s. (Life, £5.) (*e*) Kensington 0206. (*f*) Mid-November, 1935. Miss M. O. Care, 251 Brompton Road, S.W. 3.

London Chamber of Commerce, The (Incorporated).
8,208. £3 3s. to £5 5s. (*c*) Own *Journal*. (*d*) Convention, Cannon, London. (*e*) Mansion House 5427. (*f*) May, July, and November, 1935, February, 1936. Principal Commercial Education Dept., Mr. Robert E. T. Ridout, F.I.S.A., A.C.P., 69-73 Cannon Street, E.C. 4.

London Head Teachers' Association.
1,615. £1 1s. (*c*) *London Head Teacher*. (*e*) Purley 4440. (*f*) November, 1935. Mr. A. P. Curtis, M.R.S.T., 24 The Grove, Coulsdon, Surrey.

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London Parochial Charities (Central Fund).
Income is spent in benefiting poorer classes within the Metropolis. (*e*) Central 5678-9. Mr. Donald R. Allen, 3 Temple Gardens, E.C. 4.

London Schoolmasters' Association (the London Branch of the N.A.S.)
No member of an association of teachers that has adopted the principle of "Equal Pay" or is opposed to the policy of "Separate Consideration" is eligible for membership. 2,600. 31s. (*c*) *The London Schoolmaster.* (*e*) National 4048. (*f*) April 12, 1935, The Memorial Hall, Farringdon Street, E.C. 4. Mr. F. A. Gibbs, The Cripplegate Institute, Golden Lane, E.C. 1.

London Teachers Association (The County Association of the N.U.T. for London).
15,600. £1 11s. (*c*) *London Teacher.* (*e*) Central 1802 and 1803. (*f*) February, 1936, Memorial Hall. Mr. W. J. Pincombe, J.P., Ludgate House, 110–111 Fleet Street, E.C.4.

Mary Ward Settlement.
Educational College for Adults. Theatre. Boys' and Girls' Clubs. Nursery School. Children's Play-Centre. Residential Training scheme for adult education. (*c*) *The Tatler.* (*e*) Euston 1816. (*f*) November, 1935. Miss B. P. Boyes, 36 Tavistock Place, London, W.C. 1.

Massage and Medical Gymnastics, Chartered Society of.
Training and examining body for Massage and Medical Gymnastics, Medical Electricity, and Light and Electro-Therapy. Membership is obtained only by examination, and only members of the Society are entitled to call themselves "Chartered Masseuses" or "Chartered Masseurs," or to add the distinguishing letters "C.S.M.M.G." after their names. 9,895. The registration fee carries life membership. (*c*) Own *Journal.* (*d*) Useful, Westcent, London. (*e*) Euston 1676–8. (*f*) September, 1935, Harrogate. Mrs. W. Young, M.B.E., M.A., B.Sc., Tavistock House (North), Tavistock Square, London, W.C. 1.

Mathematical Association.
1,450. 15s. (*c*) *Mathematical Gazette.* (*f*) January, 1936, London. Mr. C. Pendlebury, 39 Burlington Road, Chiswick, W. 4., and Miss M. Punnett, 17 Gower Street, W.C. 1.

Mathematical Society, London.
444. £2 2s. (*c*) Own *Proceedings* and *Journal.* (*f*) November 14, 1935, Burlington House. Mr. F. P. White, M.A., and Mr. W. L. Ferrar, M.A., Burlington House, W. 1.

Matriculation Board, Joint. (The Universities of Manchester, Liverpool, Leeds, Sheffield, and Birmingham.)
(*d*) Diploma, Manchester. (*e*) Ardwick 2821. Mr. J. M. Crofts, M.A., D.Sc., 315 Oxford Road, Manchester, 13.

Medical Education and Registration, General Council of.
(*d*) Genmedicum, Eusroad, London. (*e*) Langham 2727. (*f*) May, 1935, at Office. Mr. Michael Heseltine, C.B., 44 Hallam Street, W. 1.

Mental Welfare, Central Association for.
To assist in specialized training of medical officers, teachers, social workers, and others concerned with the care and training of defectives. 300. 5s. upwards. (*c*) *Mental Welfare.* (*e*) Victoria 7874–5. (*f*) July 8, 1935. Caxton Hall. Miss Evelyn Fox, 24 Buckingham Palace Road, S.W. 1.

Ministry of Education for Northern Ireland.
(*d*) Education, Belfast. (*e*) Belfast 8321. Mr. A. N. Bonaparte Wyse, M.A., C.B.E., Stormont, Belfast.

Modern Humanities Research Association.
For Graduates of all countries. 7s. 6d. (*c*) *Modern Language Review.* Prof. William C. Atkinson, The University, Glasgow.

Montessori Society (Corporate Members of the International Montessori Association).
500. 5s. (*c*) *Montessori Notes.* (*d*) Montessori, Haver, London. (*e*) Chancery 7585. (*f*) January, 1936, at University College, London. Mr. G. H. Goldsbrough, 32 Brooke Street, Holborn, E.C. 1.

Moral Education, Seventh International Congress of.
In 1938. Congress is held every four years. Hon. Sec. International Executive Council: Mr. D. Christie Tait (94 rue de la Suvette, Geneva). British Committee, Hon. Sec.: Miss Barbara Price, Rodenhurst, Oxted, Surrey.

Municipal Corporations, Association of.
340. (*c*) Own *Review.* (*d*) Pritchard, London. (*e*) Whitehall 6891. (*f*) May 17, 1935, Guildhall, E.C. Sir Harry G. Pritchard, Palace Chambers, Bridge Street, S.W. 1.

Music Masters' Association.
(*e*) Horsham 694. Mr. A. Rawlinson Wood, Arunlea, Worthing Road, Horsham.

Music, Royal Academy of.
For the cultivation of the Science of Music. [Fellow, F.R.A.M.; Associate, A.R.A.M.; Licentiate, L.R.A.M.] (*d*) Counterpoint, London. (*e*) Welbeck 5461 (4 lines). Mr. A. Alger Bell, York Gate, Marylebone Road, N.W. 1.

Music, Royal College of.
[Fellow, F.R.C.M.; Graduate, G.R.C.M.; Associate, A.R.C.M.; Honorary Associate, Hon. A.R.C.M.] Honorary Member (Hon. R.C.M.). Also (jointly with R.A.M.) Graduate of the Royal Schools of Music, London (G.R.S.M., London). (*d*) Initiative, Southkens, London. (*e*) Kensington 3643. Registrar, Mr. Claude Aveling, Prince Consort Road, S.W. 7.

Music Teachers' Association.
1,500. £1 1s. or 12s. 6d. (*c*) *Music Teacher.* (*d*) Sonorous, London. (*e*) Langham 2741. (*f*) October, 1935. Mr. Leslie Regan, B.Mus., F.R.C.O., A.R.A.M., c/o Boosey & Hawkes, Ltd., 295 Regent Street, W. 1.

Musicians, Incorporated Society of.
The maintenance of the honour and interests of the musical profession. 3,900. £1 1s. (*c*) *Music Journal.* (*d*) Scherzo, Rath, London. (*e*) Museum 7876 and 7877. (*f*) London, December 30, 1935. Mr. Frank Eames, 19 Berners Street, W. 1.

National Education Association.
To promote and defend the principles of national education; efficient, progressive, free, unsectarian, and under popular control. 5s. (*c*) *The School Child.* (*e*) Whitehall 2256. Mr. C. W. Kimmins, M.A., D.Sc., Caxton House, Westminster, S.W. 1.

National Froebel Union.
The Examining Board for the Froebel examinations. (*e*) Temple Bar 6245. Miss H. M. C. Coutts, B.Sc., 18 Adam Street, Adelphi, London, W.C. 2.

National Society, The.
Promoting Religious Education in accordance with the Principles of the Church of England. 5,600. From £1 1s. (*c*) *School Guardian.* (*d*) National Society, Sowest, London. (*e*) Victoria 6881. (*f*) May 15, 1935. Mr. R. Holland, C.B.E., 19 Great Peter Street, S.W. 1.

National Union of Teachers.
149,000. £1 1s., plus local subscription. (*c*) *Schoolmaster.* (*d*) Curriculum, Kincross, London. (*e*) Euston 2442–5. (*f*) Easter, 1935, Scarborough; Easter, 1936, Southport. Mr. F. Mander, B.Sc., Hamilton House, Mabledon Place, W.C. 1.

Needlework, London Institute of. Examining Body in Needlecraft Subjects.
Miss Ida T. Cutler, 18 Queen Anne's Gate, S.W. 1.

New Education Fellowship.
£1 1s. and 5s. (*c*) *New Era.* (*e*) Museum 1109. (*f*) August, 1935, St. Andrews, Scotland. Miss Clare Soper, 29 Tavistock Square, W.C. 1.

New Ideals in Education Conference.
The object of the Conference is to draw together in fellowship and under holiday conditions, all who are working for new ideals and to offer them a platform for discussion of difficulties and the communication of the results of experience and reflection; to bring isolated experimenters into touch with one another; and to give pioneering work the encouragement of recognition and criticism. (*c*) *New Ideals Report.* (*f*) Lady Margaret Hall, Oxford, April 20–25, 1935. Miss Belle Rennie, 20 Princes Gardens, London, S.W. 7.

North of England Education Conference.
Varies, 800–1,500. 5s. (*e*) Morecambe 720. (*f*) January, 1936, Bridlington. Mr. Geo. G. O. Sutcliffe, J.P., Solicitor, Education Offices, Oxford Street, Bridlington. Tel 3219.

Nursery School Association of Great Britain, The.
1,200. 5s. (*e*) Museum 6686. (*f*) January, 1936, University College, London. Mrs. Phoebe E. Cusden, J.P., 29 Tavistock Square, London, W.C. 1.

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Organists, Royal College of.
[Associate, A.R.C.O.; Fellow, F.R.C.O.] £1 1s. (*c*) *Musical Times*. (*e*) Kensington, 1765. Fredk. G. Shinn, Mus.D., Kensington Gore, London, S.W. 7.

Oxford and Cambridge Schools Examination Board.
(*e*) Cambridge 1658; Oxford 3549. Mr. T. G. Bedford, M.A., 62 Sidney Street, Cambridge. Mr. C. H. Wilkinson, M.A., 40 Broad Street, Oxford.

Oxford Local Examinations.
(*d*) Locals, Oxford. Secretary of Local Examinations, Merton Street, Oxford.

Parents' Association.
10s. (*e*) Welbeck 2171. Miss Belle Rennie (Honorary), 56 Manchester Street, W. 1.

Parents' National Educational Union, Incorporated.
15s. 6d. (*c*) *Parents' Review*. (*d*) Parenunion. (*e*) Victoria 0479. (*f*) July, 1935, London. Miss Whyte, 26 Victoria Street, S.W. 1.

Pharmaceutical Society, The, of Great Britain.
[Member, M.P.S.; Pharmaceutical Chemist, Ph.C.] 21,000. £1 11s. 6d. (*c*) *Pharmaceutical Journal*. (*d*) Bremridge, Westcent, London. (*e*) Holborn 8171. (*f*) May, 1935. Mr. Hugh N. Linstead, 17 Bloomsbury Square, W.C. 1.

Phonétique Internationale, Association.
To promote the study of phonetics. Membre Adhérent, 8s.; membre actif, 12s. *Le Maître Phonétique*. Prof. Daniel Jones, University College, London, W.C. 1.

Physical Education, National Association of Organizers of.
205. £1 1s. (*c*) Own *Pamphlet*. (*d*) Educational Office, Sheffield. (*e*) Sheffield, 22214. (*f*) March 1 and 2, 1935. Mr. Henry A. Cole, Education Office, Sheffield.

Physical Education (Women), Scottish League for.
272. 10s. (*c*) *Journal* and *School Hygiene and Physical Education*. (*e*) Douglas 4768. (*f*) April 19, 1935, Training College, Jordanhill. Miss K. G. Smith, 18 Berkeley Terrace, Glasgow, C. 3.

Physical Training, British Association for, The Incorporated.
[Fellows, F.B.A.P.T.; Associates, A.B.A.P.T.] (*c*) *Physical Education*. (*e*) Lee Green 4152. (*f*) January, 1936. Mr. T. Williams, 25 Chalcroft Road, Lee, S.E., 13.

Physics, Institute of.
Exemption from the qualifying examination may be granted to holders of alternative qualifications. [Fellow, F.Inst.P.; Associate, A.Inst.P.] Fellows, 432, £2 2s.; Associates, 246, £1 1s.; Ordinary, 25, 10s. 6d.; Students, 44, 5s. (*c*) *Journal of Scientific Instruments*. (*e*) Kensington 2180. (*f*) May, 1935. H. R. Lang, Ph.D., F.Inst.P., 1 Lowther Gardens, Exhibition Road, London, S.W. 7.

Playing Fields Association, The National.
To secure adequate playing fields and proper playgrounds for all, and to save existing open spaces and sports grounds. £1. Life Membership, £10. (*c*) Own *Journal*. (*d*) Natplafion, Churton, London. (*e*) Victoria 9274–5. (*f*) May 17, 1935. Sir Lawrence Chubb, 71 Eccleston Square, S.W. 1.

Preparatory Schools, Incorporated Association of.
Members must possess a degree or registration, and be heads of schools containing no boys over the age of 15. About 700. £1 5s.; entrance fee £2 2s. (*c*) *Preparatory Schools Review*. (*e*) Beaconsfield 79. (*f*) December, 1935. Mr. Hugh C. King, Byeways, Beaconsfield, Bucks.

Prevention of Cruelty to Children, National Society for the.
5s. upwards. (*c*) *Child's Guardian*. (*d*) Childhood, Lesquare. (*e*) Gerrard 2774. (*f*) May 28, 1935; by invitation only. Mr. William J. Elliott, Leicester Square, W.C. 2.

Private Schools, Association of Headmistresses of Recognized.
To further interests of education on independent lines, and promote free interchange of teachers between all recognized schools, public and private. 116. £1 1s. (*d*) Gunnerside, Plymouth. (*f*) May 31, 1935, St. George's, Ascot. Miss H. M. Stranger, Gunnerside School, Plymouth.

Private Tutors' Association.
Open only to those who engage solely in preparing students for examination. 28. £1. (*e*) Paddington 7002. (*f*) January, 1935. Mr. J. B. G. Dick, 34 Gloucester Terrace, W. 2.

Professeurs de Français en Angleterre, Société Nationale des.
250. 10s. 6d. (*c*) *Le Français*. (*f*) January 25, 1936. Monsieur de Parrel, 7 Red Lion Square, W.C. 1.

Professional Classes Aid Council (Incorp.).
Relief of distress amongst professional classes. (*e*) Kensington 0720. Miss G. M. Walters, 251 Brompton Road, S.W. 3.

Protestant Schools in Ireland, The Incorporated Society for.
(*e*) Dublin 62530. (*f*) May 13, 1935. Rev. W. J. Mayne, M.A., 48, Kildare Street, Dublin.

Psychological Society, British: Education Section.
Mr. F. J. Schonell, Ph.D., 18 Brockley View, Forest Hill, S.E. 23.

Public School Bursars' Association.
Schools included in Headmasters' Conference. 78. £1 1s. (*f*) April 26, 1935. Mr. W. S. Dingwall, M.A., St. Edwards' School, Oxford.

Pure English, Society for.
300. 10s. Mrs. J. W. Alden, c/o The Clarendon Press, Oxford.

Representative Managers, The, of London Elementary Schools.
350. 2s. 6d. (*c*) *School Child*. (*f*) March, 1935, the County Hall, S.E. 1. Mr. J. N. Duddington, 19 Onslow Gardens, Highgate, N. 10.

Research in Education, The Scottish Council for.
32. (*c*) Own *Report*. (*d*) Research, Edinburgh. (*e*) Edinburgh 23216. (*f*) June 15, 1935. Mr. Thomas Henderson, B.Sc., 47 Moray Place, Edinburgh, 3.

Rifle Clubs, Society of Miniature.
Promotes competitions between School Rifle Clubs. Clubs, 10s. (2,087 Rifle, 53 Air Rifle); Individuals, 5s. (195,000). (*e*) *The Rifleman*. (*d*) Rifleshot, Cent. (*e*) City 4589. (*f*) April 25, 1935, London. Mr. George Pethard, M.B.E., Codrington House, 23 Water Lane, Ludgate Hill, E.C. 4.

Royal Society of Teachers, The.
The name given by Royal command to the body of teachers whose names are enrolled on the Official Register maintained by the Teachers Registration Council (*q.v.*). Teachers admitted to Registration become Members of the Royal Society of Teachers (M.R.S.T.) without further payment beyond the registration fee. There is no annual subscription.

Sanitary Institute, Royal.
5,439. £2 2s. to 15s. (*c*) Own *Journal*. (*d*) Sanitute, Churton, London. (*e*) Sloane 8438. (*f*) March 27, 1935; Congress, Bournemouth, July 15–20, 1935. Mr. J. W. Dudley Robinson, M.Sc., Ph.D., 90 Buckingham Palace Road, S.W. 1.

School Attendance and Investigation Officers' National Association.
500. 6s. (*f*) Easter, 1935, Chesterfield. Mr. W. MacDonald, "Maxholme," 14 David Road, Handsworth Wood, Birmingham, 20.

School Journey Association.
To advocate the School Journey as a desirable factor in the education of the child, and to secure facilities for the economical practice of educational travel at home and abroad. 4,000. School affiliation, 10s.; individual, 2s. 6d. (*c*) *The School Journey Record*. (*e*) Addiscombe 2178. (*f*) January, 1936. Conference of Educational Associations. Mr. H. W. Barter, 35 Parkview Road, Addiscombe, Croydon.

Schoolmasters' Association (Ireland).
Headmasters of Church of Ireland or Nonconformists Schools for boys in Ireland. 62. 10s. (*f*) October 26, 1935, Shelbourne Hotel, Dublin. Mr. J. Bennett, M.A., The High School, Dublin, C. 19.

Schoolmasters, National Association of.
All schoolmasters recognized by the Board of Education who are not members of an Association of Teachers that has adopted the principle of "equal pay" or is opposed to the policy of "separate consideration," are eligible for membership. Over 9,600. 18s. plus local fee. (*c*) *The New Schoolmaster*. (*e*) Museum 8088. (*f*) Easter, 1935, Swansea. Mr. A. E. Warren, 59 Gordon Square, W.C. 1.

School Nature Study Union.
2,056. 4s. (*c*) *School Nature Study*. (*e*) Streatham 1847. (*f*) February, 1936, University College. Mr. H. E. Turner, 45 Cheviot Road, West Norwood, S.E. 27.

Schoolmasters, Society of.
For relief of necessitous Masters of Secondary Schools or their dependants. 10s. annually, or £5 in one sum. Mr. H. J. C. Marshall, C.B.E., College of Preceptors, Bloomsbury Square, W.C. 1.

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Schools Trust and Allied Schools.
A central organization to deal with the following limited companies: Stowe School, Ltd., Harrogate College, Ltd., Canford School, Ltd., Wrekin College (Wellington) Co., Ltd., Westonbirt School, Ltd., Felixstowe School, Ltd. (comprising Felixstowe College and Greenway School), Schools Trust (Jersey), Ltd., Schools Trust, Ltd. (comprising Lowther College, St. Monica's School, and Seaford College). (*e*) Victoria 6068. Mr. Kenneth H. Adams, A.C.A., Thames House, Millbank, S.W. 1.

Science Masters' Association.
2,000. (*b*) 10s. (*c*) *School Science Review.* (*f*) January 1–4, 1936, London. Mr. R. E. Williams, Repton School, Derby (Annual Meeting). Mr. S. V. Brown, 38 Ballantrae Road, Liverpool, 18 (General). Mr. F. Fairbrother, Cedars School, Leighton Buzzard (Membership).

Science Teachers, Women, Association of.
750. 10s. (*c*) *School Science Review.* (*f*) February, 1936, London. Miss M. E. Birt, St. Paul's Girls' School, Brook Green, W. 6.

Scientific Workers, Association of.
To secure a fuller recognition of the value of scientists to society. 1,300. 21s. (*c*) *Progress and the Scientific Worker.* (*e*) Flax 3258. (*f*) February, 1936. Prof. B. W. Holman, O.B.E., Kelvin House, 28 Hogarth Road, South Kensington, S.W. 5.

Scottish Education Department.
The Secretary, Whitehall, S.W. 1; and at 14 Queen Street, Edinburgh, 2.

Secondary School Teachers' War Relief Fund.
(Registered under the War Charities Act, 1916.) Supplementing pensions of dependants of disabled and killed secondary teachers. Committee is representative of all Secondary School Associations. (*c*) *The A.M.A.* (*d*) Incorama, Westcent, London. (*e*) Museum 0656–0659. Mr. G. D. Dunkerley, B.Sc., A.R.C.S., 29 Gordon Square, W.C. 1.

Secondary Teachers, International Federation of Associations of.
Developing mutual friendship and understanding among secondary teachers in all countries and improving secondary education. 32 Associations, with 110,000 members. 40 cents per member. (*c*) Own *Bulletin.* (*f*) Oxford, August 10–17, 1935. Mr. L. C. Buurveld, Boergoensche vliet 154, Rotterdam-Zuid, Holland.

Secular Education League.
To secure State neutrality towards religion in State-aided schools. 600. (*e*) Victoria 6842. (*f*) April, 1935. Miss Freeman, 12 Palmer Street, S.W. 1.

Simplified Spelling Society.
4,000. 1s. upwards. (*d*) Cafe-Wallsend. (*e*) Wallsend 63614. Miss Patricia F. E. Marley, S.S.S. Office, Station Road, Wallsend-upon-Tyne.

Southwark Diocesan Schools Association and London Diocesan Board of Education (Incorporated).
Lectures for Teachers. (*e*) Victoria 6790. Rev. Canon G. D. Barker, M.A., K.H.C., Church House, Westminster, S.W. 1.

Speech and Drama, Association of Teachers of.
160. 10s. (*c*) *Viva Voce.* (*e*) Western 6679. (*f*) January, 1936, at Conference of Educational Associations. Miss M. Gulick, 32 Belgrave Road, S.W. 1.

Student Christian Movement of Great Britain and Ireland.
11,518. (*c*) *The Student Movement.* (*d*) Indefessus-Gold, London. (*e*) Speedwell 2311. (*f*) July, 1935, Swanwick, Derbyshire. Rev. R. C. Mackie, M.A., Annandale, North End Road, N.W. 11.

S.T.U.T.I.S. (Secondary, Technical, and University Teachers' Insurance Society), The.
Scheme of Sickness insurance with saving. *Open to other professions.* Insurance under the National Health and Pension Act; and Sickness Insurance under the Voluntary Dividend Scheme. (*e*) Museum 2327. (*f*) At Office, May, 1935. Miss C. A. M. Cripps, M.A., 47 Gordon Square, W.C. 1.

Teachers Registration Council, The.
(Established by Act of Parliament and Constituted by Orders in Council). Registration fee, £3. No subscription. (*c*) *Official List of Registered Teachers.* (*e*) Museum 2479. Mr. Frank Roscoe, M.A., 47 Bedford Square, W.C. 1. (*See Royal Society of Teachers.*)

Teachers' Training and Registration Society, The.
56. 2s. 6d. minimum. (*e*) Maida Vale 5376. (*f*) June, 1935, Winkworth Hall of Residence, 213 Chevening Road, N.W.6. Miss A. J. Isaacs, Maria Grey Training College, Brondesbury, N.W. 6.

Technical Institutions, Association of.
169. 3 guineas. (*d*) *Education.* (*e*) 675 and 676 Loughborough. (*f*) Southport, June 27, 28, and 29, 1935. Dr. H. Schofield, M.B.E., B.Sc., Loughborough College, Leicestershire.

Technical Institutions, Association of Teachers in.
1,800. Full-time teachers, 30s.; part-time teachers, 10s. 6d. (*c*) *The Technical Journal.* (*e*) Museum 0658. (*f*) June 8, 1935, Bournemouth. Mr. J. Wickham Murray, M.A., 29 Gordon Square, London, W.C. 1.

Technical Institutions, Association of Principals of.
182. £2 2s. (*e*) Langham 2020. (*f*) February 20, 1936, London. Mr. D. Humphrey, B.A., B.Sc., The Polytechnic, Regent Street, W. 1.

Technical Institutions in Northern Ireland, Associations of Principals of.
26. £1. (*f*) Belfast, June, 1935. Mr. J. W. Stewart, Technical School, Magherafelt, Co. Derry.

Tonic Sol-fa College of Music (Incorporated 1875).
[Fellow, F.T.S.C.; Licentiate, L.T.S.C.; Associate, A.T.S.C.] Holds examinations and trains Teachers. 4,000. (*f*) May 25, 1935, London. Mr. Herbert J. Winter, 26 Bloomsbury Square, W.C. 1.

Toynbee Hall, Universities' Settlement.
(*e*) Avenue 718–82. Mr. J. J. Mallon, LL.D., M.A., J.P., 28 Commercial Street, Whitechapel, E. 1.

Training College Association.
700. 17s. 6d. (or £1 2s. 6d. with *Journal*). (*c*) *Journal of Educational Psychology.* (*f*) January, 1936, London. Miss K. B. Anderson, 29 Gordon Square, W.C. 1.

Training Colleges, Council of Principals of.
100. 10s. Meetings are held in January, March, June, November. Miss S. E. S. Richards, Stockwell College, Stockwell Road, S.W. 9. Mr. E. R. Hamilton, Borough Road Training College, Isleworth.

TRAINING OF TEACHERS.

Aberdeen Committee.
(*e*) 2872. William A. Edward, M.A., D.Litt., The Training Centre, St. Andrew Street, Aberdeen.

National Committee.
46. (*e*) Edinburgh 23618. (*f*) June 21, 1935, Edinburgh. Mr. J. R. Peddie, M.B.E., M.A., D.Litt., 140 Princes Street, Edinburgh, 2, Executive Officer.

Oxford University.
Department for the Training of Teachers. Mr. George Smith, M.A., 15 Norham Gardens, Oxford.

St. Andrews Provincial Committee.
(*e*) Dundee 4559. Prof. William McClelland, M.A., B.Sc., B.Ed., The Training College, Park Place, Dundee.

Teachers' Training Syndicate, University of Cambridge.
Mr. F. E. E. Harvey, M.A., Warkworth House, Cambridge.

Trinity College of Music, London.
[Fellow, F.T.C.L.; Licentiate, L.T.C.L.; Associate, A.T.C.L.] Also holds Examinations in Music for Teachers' Diplomas and Pupils' Certificates. (*d*) Musicatus, Wesdo, London. (*e*) Welbeck 5773. Mr. C. N. H. Rodwell, Mandeville Place, London, W. 1.

Universities Bureau of the British Empire.
A centre of information about the Universities of the Empire; acts as Secretariat for the Committee of Vice-Chancellors and Principals; organizes a quinquennial Empire Congress. Next Congress, July, 1936, at Cambridge. Issues the Universities Year Book. (*d*) Uniburb, London. (*e*) Museum 5164. Secretary: Mr. W. B. Brander, C.I.E., C.B.E., 88A Gower Street, W.C. 1.

Universités et Écoles Françaises, Office National des.
French official educational office. Holiday courses, education in France, exchanges of correspondence and holiday visits, &c. (*e*) Kensington 6211. Monsieur L. E. Genissieux, c/o Institut Français, 3 Cromwell Gardens, S.W. 7.

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UNIVERSITY EXTENSION AND TUTORIAL CLASSES.

Aberystwyth.
Director of Extra-Mural Studies, University College, Aberystwyth.

Bangor.
Director of Extra-Mural Studies, University College, Bangor.

Birmingham.
Apply, The Director of Extra-Mural Studies, The University, Edmund Street, Birmingham, 3.

Cambridge University Board of Extra-Mural Studies.
(*e*) Cambridge 1859. Mr. G. F. Hickson, M.A., Stuart House, Cambridge.

Cardiff.
Director of Extra-Mural Studies, University College, Cardiff.

Durham Committee. (Board for Extra-Mural Studies.)
300. (*e*) Durham. Rev. E. G. Pace, D.D., Hatfield College, Durham.

Hull.
Department of Adult Education, University College, Hull.

Joint Board for the University of Bristol, the University College, Southampton, and the University College of the South-West of England, Exeter.
(*d*) Salt, University, Bristol. (*e*) Bristol 24997. Mr. W. E. Salt, M.A., B.Com., The University, Bristol.

Leeds Committee.
The University, Leeds. (*d*) University, Leeds. (*e*) Leeds 20251.

Leicester.
Director of Extra-Mural Studies, Vaughan College, Leicester.

Manchester University Committee for Extra-Mural Work.
(*e*) Manchester: Ardwick 2681. Mr. H. P. Turner, M.A., LL.M., the University, Manchester.

Newcastle.
Director of Extra-Mural Studies, Armstrong College, Newcastle.

Nottingham.
A constituent Committee of the Delegacy for Extra-Mural studies. University College, Nottingham. (*e*) Nottingham 2024. Prof. R. Peers, M.A., University College, 14 Shakespeare Street, Nottingham.

Oxford University Delegacy for Extra-Mural Studies.
(*c*) *Rewley House Papers.* (*d*) Extramural, Oxford. (*e*) Oxford 2524. Mr. C. R. Morris, M.A., Rewley House, Wellington Square, Oxford.

Reading.
Registrar, The University, Reading.

Sheffield.
Registrar, The University, Sheffield.

Swansea.
Director of Extra-Mural Studies, University College, Swansea.

University of Liverpool.
Extra-Mural work of the University. (*e*) Royal 4573. Mr. E. Hickinbotham, University Extension Board, The University, Liverpool.

University of London.
University Extension and Tutorial Classes Council. (*d*) University, Southkens, London. (*e*) Kensington 7000. Mr. John Lea, M.A., University of London, South Kensington, S.W. 7.

Undergraduates, Guild of. (University of Liverpool.)
2,093. £3 3s. (*c*) *Sphinx.* (*e*) Royal 3733. (*f*) June, 1935. Miss P. H. Craig and Mr. N. M. Bayliss, Students' Union, Liverpool.

Union of Jewish Women.
Educational activities, to assist educated Jewesses, to advise and help them to train, through loans, to place them, &c. 1,150. 5s. (minimum). (*e*) Museum 6411. (*f*) February, 1936. Miss Eileen Van Noorden, Woburn House (4th floor), Upper Woburn Place, W.C. 1.

University Students. National Union of Students of the Universities and University Colleges of England and Wales.
28,000. 5s. (*c*) *The New University.* (*e*) Museum 7401–3. (*d*) Undergrad, Westcent, London. (*f*) November, 1935, London. Mr. R. Nunn May, 3 Endsleigh Street, London, W.C. 1.

University of London Union.
9,000. 10s. 6d. and £1 1s. (*c*) Own *Magazine.* (*e*) Museum 8194. Miss C. B. McMillan, 68 Torrington Square, W.C. 1.

University Teachers, Association of.
The advancement of University Education and Research and the promotion of common action among University Teachers and the safeguarding of the interests of the members. University Teachers and Research Workers. 1,600. 15s. (*c*) *The Universities Review.* (*d*) Zoology, Agricultural Buildings, Aberystwyth. (*e*) Aberystwyth 105. (*f*) May 31, 1935, Liverpool University. Prof. R. Douglas Laurie, M.A., Dept. of Zoology, University College of Wales, Cambrian Street, Aberystwyth.

University Teachers of Scotland, Association of.
Mr. T. A. Joynt, Old College, Edinburgh.

University Women, Ltd., British Federation of.
3,630. 10s. (*c*) Own *Report* and *News Sheet.* (*e*) Flaxman 0019. (*f*) June, 1935, place not settled. Miss Kathleen Johnston, B.A., Crosby Hall, Cheyne Walk, Chelsea, S.W. 3.

University Women, International Federation of.
To promote understanding and friendship between the university women of the nations of the world. Thirty-seven affiliated national federations of university women graduates. Each national federation subscribes yearly according to membership. 55,000. (*d*) Ifederuw, Fulroad. (*e*) Flaxman 0018. (*f*) Summer, 1936, Cracow. Miss Theodora Bosanquet, Crosby Hall, Chelsea, S.W. 3.

Welsh Secondary Schools Association.
150. £1 5s. (*c*) *The Review.* (*d*) County School, Ystalyfera. (*e*) Ystalyfera, Glamorgan 29. (*f*) May, 1935. Mr. Henry Rees, B.A., Barrister-at-Law, County School, Ystalyfera, Glam.

Welsh Teachers, Union of.
To secure due recognition for the Welsh Language, Literature, and History in the National System of Education in Wales. 1,050. 2s. 6d. (*c*) *Yr Athro* (The Teacher). (*d*) 19 Bwllfa Road, Cwmdare, Aberdare. (*e*) Aberdare 150. (*f*) May 4, 1935. Mr. David O. Roberts, 19 Heol y Bwllfa, Cwmdar, Aberdâr Sir Forgannwg.

Women, Training of, Society for Promoting the (Women's Loan Training Fund).
See under "Loan Funds."

Women Teachers, National Union of.
To secure equal opportunities and equal pay in the teaching service for women and men of the same professional status. £1. (*c*) *The Woman Teacher.* (*e*) Museum 2768. (*f*) January, 1936, Weymouth. Miss E. E. Froud, 39 Gordon Square, W.C. 1.

Women's Employment Federation.
To promote consultation and co-operation amongst societies dealing with the training and employment of educated women. Amongst the societies which have joined the Federation are: The Appointments Boards of the Universities of Bristol, Cambridge, Liverpool, London, Manchester, Oxford, Reading; the Association of Assistant Mistresses, the Association of Head Mistresses, the Association of Teachers of Domestic Subjects, the Ling Association of Teachers of Swedish Gymnastics, the Joint Agency for Women Teachers; University Colleges; Schools; Secretarial Colleges; the Institute of Hospital Almoners, the Women's Farm and Garden Association, the National Institute of Industrial Psychology. 2 guineas for organizations; varying for individual members. Mrs. M. M. Dickson, M.A., and Mrs. Oliver Strachey, M.A., 31 Marsham Street, Westminster, S.W. 1.

Workers' Educational Association.
The promotion of the higher education of working men and women. 1,909 affiliated societies, 23,043 members, 540 branches. District societies, varies, about £1 1s. National societies, varies, about £5 5s. Individuals, varies. (*c*) *The Highway.* (*e*) Victoria 1950. (*f*) November, 1935, place not settled. 38A St. George's Road, S.W. 1.

World Federation of Education Associations.
To bring the five million teachers of the world into more fruitful and sympathetic relations with one another. (*c*) *World Federation News.* Mr. A. O. Thomas, 1201 Sixteenth Street, N.W., Washington, D.C., U.S.A.

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Holiday Courses, Conferences, and Tours

CONGRESS ON FAMILY EDUCATION.—The fifth International Congress on Family Education will be held in Brussels from July 31 to August 4. Leading authorities on character training from various countries will present the latest ideas and developments in connexion with the important subject of the formation of character of children, both at home and at school. The Congress will be divided into seven sections, embracing every aspect of the question. In addition, it is hoped to arrange an Exhibition of Family Education, which will display the best educative toys, the most suitable pictures for children's rooms and books and pamphlets for the use of parents. Application for full particulars and programme should be addressed to the Bureau Executif, 22 Avenue de l'Yser, Bruxelles.

* * *

BESANÇON.—We are once more informed by the University of Besançon that its vacation courses in practical French will be held from July 1 to September 30. Lectures will be given on French literature, history, geography, art, drama, and on social and political organizations. Diplomas will be awarded following an examination at the end of each month. A 50 per cent reduction is made by the French railways to students under 25 years of age. Students may also enrol for the permanent course held from October 1 to June 30. An illustrated brochure is obtainable by application to the Secrétaire général, Université, 30–32 rue Mégeband, à Besançon (Doubs), France.

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HOME AND SCHOOL COUNCIL OF GREAT BRITAIN.—The Council announces an Open Meeting and Conference to be held at the London School of Economics, Houghton Street, Aldwych, W.C. 2, on Friday and Saturday, March 29 and 30, 1935, in connexion with its annual meeting. At the Open Meeting on Friday, March 29, at 8 p.m., the subject, "The Significance of Co-operation between Home and School," will be considered. At the Conference on Saturday, March 30, the theme to be discussed is "The Technique of Parent-Teacher Co-operation." All interested are cordially invited. Information regarding hotel accommodation, cheapest travel to the Conference, times of trains, &c., will be furnished by the Wayfarers Travel Agency, on application to the Secretary, Home and School Council of Great Britain, 29 Tavistock Square, London, W.C. 1.

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SCHOOL OF DRAMATIC PRODUCTION.—Citizen House, Bath, announces that a further School will be held at the Everyman Theatre, Hampstead, London, from April 18 to April 28. This School will, like its predecessors, be of a thoroughly practical nature. The fully-equipped plant of the Everyman Theatre will be at the disposal of members, and here they will be taught, by a professional staff drawn from the most famous West End producers, every detail of modern stage production and technique. Acting parts in classic and modern plays will be guaranteed all members desirous of gaining experience in the art of acting. The plays selected will be those which are judged most suitable for community, university, and school production, together with plays suitable for open-air and for pageant production. Costume, scenery, and lighting demonstrations will be given, also talks on play-writing and drama technique. An interesting feature of the course is the consultation hour, during which members of the staff hold themselves at the disposal of student members and discuss with them the dramatic problems of their own particular group or school, plan out the plays which they intend to produce, or give them individual tuition. The course will be limited to 100 men and women in order that the maximum personal tuition may be given. Public performances will be given at the close, on the afternoon of Sunday, April 28, in the Everyman Theatre, to which readers of this journal who are interested in art and educational production are invited. Free invitation tickets of admission will be issued on application to Citizen House, Bath, enclosing a stamped addressed envelope.

* * *

ART SCHOOLS AND INDUSTRY-EXHIBITION OF INDUSTRIAL AND ADVERTISEMENT ART.—Whilst the exhibition of British Art in Industry at Burlington House is fresh in the public mind, the London County Council proposes to hold an exhibition in Industrial Art in order to demonstrate the work of the principal art schools of the County of London in the sphere of industrial design and craftsmanship. The Council's exhibition will thus be complementary to that at Burlington House. It will be held in the Conference Hall at the County Hall, Westminster Bridge, S.E. 1. It will be opened by Lord Gorell at 12 noon on Tuesday, March 5, 1935, and from March 6–16 it will be open to the public free of charge between the hours of 11 a.m. and 9 p.m. The exhibits will be of the following types: Furniture and wood trades, including wood carving, interior decoration, pottery and stained glass, art metal trades, silver-smithing, jewellery, &c., architectural and decorative sculpture, advertising (posters, commercial art), books, illustrations, illuminations, &c., textile trades, printing, weaving, embroidery, &c. This will be the first time that an exhibition of this kind has been held at the County Hall, and probably no such comprehensive exhibition of students' work in the sphere of industrial art has ever previously been assembled in this country.

* * *

SPEECH FESTIVAL.—The eighth annual London Speech Festival (School Children's Section) will be held under the auspices of the Speech Institute, 56 Gordon Square, W.C. 1, at the Polytechnic Theatre and Extension, 307 Regent Street and Little Titchfield Street, W. 1, on Saturday, March 16, 1935. All who are interested are invited to attend either or both of the sessions. Session tickets, morning and afternoon, may be obtained from the Speech Institute, or at the door, price 9d. per session, or 1s. for day ticket.

* * *

SCHOOL SECRETARIES' CONFERENCE.—The School Secretaries' Branch of the Association of Women Clerks and Secretaries is holding its second Conference at High Leigh, Hoddesdon, from March 1 to 3. The Conference will be attended by school secretaries from schools of varying types. Full particulars will be forwarded on application to the Secretary at 69 Victoria Street, London, S.W. 1.

* * *

CONFERENCE OF NEW IDEALS IN EDUCATION.—The Conference Committee has announced the programme for the Conference to be held at Lady Margaret Hall, Oxford, from April 20 to 25 inclusive. The general theme this year will be "The School and Society." Full details may be obtained from the Hon. Secretary, 20 Princes Gardens, London, S.W. 7.

* * *

MUSIC LOVERS' CRUISE.—One of the most interesting innovations in the Cunard White Star Line's varied cruising programme for the coming season is the Music Lovers' Party, led by Mr. Hubert J. Foss, which is being formed for the 3,000 miles Easter cruise of the *Lancastria* to Lisbon and Madeira, sailing from Liverpool, April 18, at minimum rates of £11. It is a musical club on the sea, a holiday place with musical surroundings, where music can be talked and played under the guidance of expert musicians: a number of distinguished musicians are already enrolled. No musical qualifications are necessary or asked for. But there is great scope for individual talent, and every effort will be made to find opportunity for solo players or singers outside the choir and orchestra. The programme allows for short discussions and plenty of playing, gramophone recitals, concerts, &c. There will be just enough in the way of engagements to prevent boredom.

* * *

SUMMER COURSES IN NANCY.—The Summer Courses for foreign students organized by the University of Nancy will be open this year July 1 until September 21. They include advanced courses in French classical and contemporary literature, French history and geography, lectures on the great currents of thought and the vital problems of the present day, and elementary courses in grammar, composition, and every-day conversation. A regular course in phonetics with individual tests for every student is held throughout the three months. The University awards two diplomas after a written and oral examination: Diplôme d'Etudes Françaises; Diplôme Supérieur d'Etudes Françaises. The University plans for tours in the neighbouring country (Vosges, Battlefields), and visits to the principal local industries and places of interest. The students can enjoy singing classes in old French songs. Inquiries with reference to the courses and accommodation to Secrétariat des Cours, Université, 13 Place Carnot, Nancy, France.

* * *

MADRID.—The summer course for foreign students, to be held from July 8 to August 3, will include the study of Spanish language, literature, history, and art, with particular stress on practical work in the different classes. An examination will be held at the end of the course and certificates awarded. In addition to this course, special courses for beginners will be held from October 7 to December 17 and from January 6 to March 16 of next year. Further particulars may be had from the Secretario de los Cursos para extranjeros, Centro de Estudios Históricas, Medinaceli, 4, Madrid.

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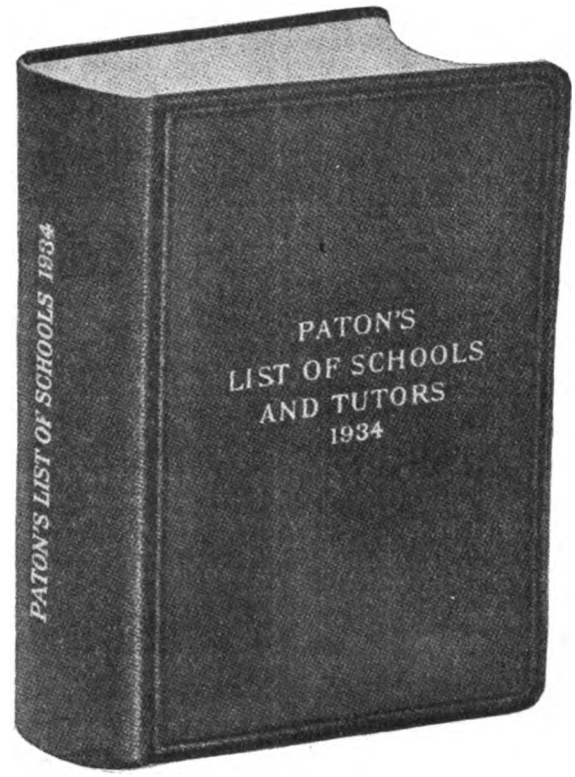

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Topics and Events

SCIENCE MASTERS' ASSOCIATION.—The Annual Report of the Science Masters' Association shows a record membership of 1,921 for the year 1934, with 797 schools represented, an increase of 109 in members and forty in schools. It is doubtful, the Report remarks, whether any other educational association has increased with such rapidity. Science teachers obviously find the Association of real service in their work. The accounts show an income of £1,322 12s., with secretarial expenses nil, surely another record. One of the principal items of expense is the publication of the *School Science Review*, Volume XV of which contained 540 pages, thirty-five pages of half-tone illustrations, one map, and 154 line diagrams. Some new titles have been added to the *Modern Science Memoirs* published by the Association. The Association has decided to affiliate with the Teachers' Research Council, and Mr. Bankes-Williams has been appointed as representative.

* * *

NOTTINGHAM AND NOTTS. HISTORICAL PAGEANT.—The Duke of Portland is President of the Pageant which is to be staged in Nottingham from June 10–15 next. The pageant will, in ten episodes, depict the history of the City from the time of the Roman Occupation to the present day, and no fewer than 6,000 performers will take part in the colourful spectacle. Another feature of the week of celebrations is to be a great industrial exhibition, to which most of the industries of the county are expected to contribute, and which is certain to attract a good deal of public attention.

* * *

ROYAL AIR FORCE EXPANSION.—The expansion of the Royal Air Force by forty-one squadrons necessitates a greatly increased intake of personnel during the next four years. A large proportion of this increase will consist of well-educated boys, no less than 1,500 of whom will be required during the next twelve months—more than twice the number taken annually before the expansion began. The large majority will be entered as aircraft apprentices, but substantial numbers will also be required for entry as boy entrants and apprentice clerks. No previous experience is required, but candidates must be physically fit and of good education. The aircraft apprentices are trained for three years in the special technical schools of the Royal Air Force to become fitters, instrument makers, and wireless operator mechanics. These are the most important trades in the Air Force, and the highly skilled aircraftmen employed on these duties receive the highest rates paid in the service. The age limits are 15–17. Full information regarding methods of entry and conditions of service from the Air Ministry (Apprentices Department), Gwydyr House, Whitehall, London, S.W. 1.

* * *

DALCROZE EURHYTHMICS: SCHOLARSHIPS.—Open scholarships for British men and women students are offered by the London School of Dalcroze Eurhythmics. The scholarships are of the full or half value of tuition fees for three years, together with examination fees. Examinations for eighteen awards are to be held in July. Full particulars can be obtained from the Secretary, Ingham Memorial House, 37 Fitzroy Square, London, W. 1.

* * *

GRANTS TO DESERVING STUDENTS.—Many thousands of teachers and students have a great regard for the name of Dr. William Briggs, the Founder of University Correspondence College and of University Tutorial College. The originator of systematic correspondence tuition for London University and other examinations, he was ever the friend of students with grit and ambition, and did all in his power to assist them to overcome difficulties. University Correspondence College remains a permanent monument to Dr. Briggs's memory and, as may be observed elsewhere in this issue, he made provision in his will for the assistance of deserving students. Students anxious to work for university examinations but prevented by financial circumstances, may receive grants from the Founder's Assistance Fund, subject, of course, to the discretion of the Trustees, but any genuine application will be carefully and sympathetically considered.

* * *

SHAKESPEARE'S "KING HENRY IV," PART I, AT HIS MAJESTY'S THEATRE.—Mr. Sydney Carroll has already, by his foundation of the Open-Air Theatre in Regent's Park, where so many beautiful productions of Shakespearean and other classic plays have been given during the last two years, shown what vigour, taste, and enterprise can do to encourage that increasing love of Shakespeare in the younger generation of which we can see so many signs everywhere. On February 28 he presented at His Majesty's Theatre, London, "King Henry IV, Part I," one of the most remarkable productions of a Shakespeare play in this generation. In order to give full opportunity to pupils of schools, colleges, and educational organizations to see "King Henry IV," the management offers special reduced rates to *parties of twenty and over*. These can be arranged on application to the Manager, His Majesty's Theatre, Haymarket, S.W. 1.

* * *

THE ROYAL EMPIRE SOCIETY ESSAY COMPETITION.—The Council of the Royal Empire Society has decided to award in 1935 medals and prizes for the best essays sent in by boys or girls in three classes: Class A. Candidates of 16 and under 19 years of age on November 30, 1935. Class B. Candidates of 14 and under 16 on November 30, 1935. Class C. Candidates under the age of 14 on November 30, 1935. The subjects prescribed are as follows: Class A. "The uses of the cinema and the radio for Empire education and trade." First Prize: The Silver Medal of the Royal Empire Society, together with suitably inscribed books, or other approved articles, to the value of six guineas. Second Prize: Suitably inscribed books, or other approved articles, to the value of four guineas. Class B. "What parts of the Empire are supplied with the goods which are produced in your own neighbourhood?" First Prize: The Bronze Medal of the Royal Empire Society, with suitably inscribed books, or other approved articles, to the value of three guineas. Second Prize: Suitably inscribed books, or other approved articles, to the value of two guineas. Class C. "If you were offered a holiday in some part of the Empire other than your own, where would you like to go and what would you hope to see?" First Prize: The Bronze Medal of the Royal Empire Society, with suitably inscribed books, or other approved articles, to the value of two guineas. Second Prize: Suitably inscribed books, or other approved articles, to the value of one and a half guineas. Further particulars and conditions may be obtained from the Secretary, The Royal Empire Society, 17 Carlton Terrace, London, S.W. 1.

* * *

INSTITUTE OF HISPANIC STUDIES.—It is just four months since the Institute was founded, with its headquarters at the University of Liverpool, and it is indicative of the interest now being taken in the study of Spanish and Portuguese that in this period 1,000 members should have enrolled. Branch societies have been formed at Manchester, Barnsley, Newcastle, Norwich, Croydon, and Southampton, and several conferences have been held in London and the Provinces. Nearly one hundred members attended the intensive course held under the auspices of the Institute in London last January, and it is hoped to hold a Summer School for beginners in Spanish and Portuguese in the summer in addition to the Summer School of Spanish organized by the University of Liverpool, which will meet at San Sebastian, North Spain, as usual. A number of scholarships and prizes have been announced in connexion with the Institute and the Summer School of Spanish, and it is hoped next session to establish these on a permanent basis.

* * *

ASSOCIATION FOR ADULT RELIGIOUS EDUCATION.—In these days of revived interest in Bible Study and all that pertains to the teaching of Scripture, the Association for Adult Religious Education (formerly the Divinity Lectures Committee) has held a conference on Religious Education and the Teaching of Scripture at Whitsuntide for the last two years at Hayward's Heath, Sussex. These meetings have been so well attended that a third will be held next Whitsun by request of the members. The conference will begin on the Friday before Whitsun, June 7, with an inaugural address at 8.15 p.m. by Dr. C. W. Kimmins, on "The Universities and Adult Religious Education." Other addresses will be given by Dr. England on "Problems of Religious Psychology"; by Prof. Lee Woolf on "The Person of Christ"; and by Miss Marjory S. West on "The Biblical Doctrine of the Future Life." Addresses on teaching method will also be given by Mr. Evan T. Davis, Secretary of Education for West Sussex, and by Miss Edmed, Headmistress of Parliament Hill School for Girls. These conferences have been found to meet a real need, not only among day and Sunday school teachers, but also among Biblical students and parents who often feel a difficulty in teaching the Bible to their children in the light of modern scientific thought. All who wish to attend are asked to communicate before May 24 with Miss Mary Flack, 27 Coverdale Road, Barking, who will gladly give further particulars.

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University Entrance Scholarships: Subjects and Standards

IV.—MATHEMATICS

By G. H. LESTER, M.A., Senior Mathematical Master, Bristol Grammar School

OF the pupils I have had since I have been in charge of a sixth form, just two have won university scholarships for mathematics, one at Oxford and the other at Cambridge, so that I feel able to write on the subject with some pretence to scientific detachment. But if the record is not impressive, I think it is nevertheless worthy of notice, for it calls attention to the fact that you must first catch your hare—that you cannot get a scholarship until you have got a candidate. I am sure that there must be many senior mathematical masters who feel, just as I do, that their scholarship candidates would be successful, if only they had any, and I feel sure, too, that it is genuinely true that aspirants to mathematical scholarships are not so numerous as they once were.

The explanation is not far to seek; whereas forty years ago the bright boy chose either classics or mathematics, he is now at liberty to specialize also in various combinations of the sciences, in modern languages and studies and even (at the instance of one or two enterprising colleges) in general character. The modern side boy who intends to go in for a scholarship is thus faced, after getting his School Certificate, with a considerable variety of possible courses, and if his interests are of a practical kind, or if his father's interest is of a practical kind, he usually elects to take science. The high proportion of science specialists in modern sixth forms is also partly accounted for by the fact that the boy makes his fateful choice at the difficult and susceptible age of about 15, and that it is just at this age that sulphuric acid and dogfish exert their maximum attraction on the adolescent mind. I have always been of the opinion that if the choice of a special subject were made a year or two later than it is, the urge to play about in a laboratory would be less and the more academic and logical appeal of the seven liberal arts would be greater, so that there would be fewer science pupils and more mathematicians and linguists. To prevent any possibility of misunderstanding, I had better say explicitly that I am not complaining on behalf of the mathematical masters of the country about the scarcity of scholarship candidates, and I am not suggesting that science is a less educational subject than mathematics. I am merely remarking on what I believe to be a fact, and offering what I believe to be the probable explanation.

The balance might be to some extent redressed if headmasters would direct the attention of boys and parents to two advantages of a mathematical course, if it is combined, as it always should be, with a physics course just as thorough as that taken by science specialists. First, the combination of mathematics and physics is a favourable one for many Civil Service examinations, *e.g.* for examinations so different in standard as that for inspectorships in the engineering department of the Post Office and that for the Administrative Branches. Secondly, if a boy of scientific bent is interested primarily in physics rather than in chemistry or biology, he will be well advised to take a scholarship in mathematics or in mathematics and physics. Undergraduates who read physics after taking a science scholarship frequently find themselves severely handicapped by their inadequate mathematical equipment, and I have known recently three cases, all from different schools, in which this difficulty has involved an extra year in the university course, and two where it has been plausibly thought to have caused a likely first-class man to get a second.

The comparative scarcity of mathematical scholarship candidates has an important bearing on the curriculum and the method of teaching, for it means that the work cannot be provided for in the school time-table in the same way as scholarship work in science or classics. In these subjects, where there is a regular succession of scholarship and, also, what is of course numerically more important, Higher Certificate candidates, it is usual to have a sixth form time-table which enables the masters to teach the first, second, and third-year pupils separately, for part of the time at least. I imagine that there is only a handful of schools where the supply of mathematical specialists is large and regular enough to justify the headmaster in making a similar provision for them, separate from the mathematical periods assigned to the science specialists. What usually happens is that the mathematical specialists come with the science boys during the six to seven hours they spend on mathematics, and have also three to four hours extra while the scientists are doing chemistry or biology. The theory on which I work myself is that the mathematical specialist is grouped with the science pupils for mechanics, calculus, and trigonometry, and uses his extra time to push on with the much larger syllabus in geometry, analytical trigonometry, &c., that he has to cover. But it is only a theory.

In practice it is simply cruel to keep a bright mathematical specialist, with plenty of extra homework time, harnessed on to the less good science boys, and I usually find that after about three weeks I begin to allow the mathematicians to push ahead in almost all their subjects, and very often put them on to a different set of textbooks. This means, of course, that the mathematicians never get taught at all, in the sense that there is no set work and no blackboard for them. They have their textbooks, they are told what to read and what examples to do, and from time to time a harassed mathematical master flits round the room, performing a differentiation here, failing with an integration there, and offering gobbets of Salmon and Lamb to the third year boy in the corner. This system,

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if it can be called a system, is not the outcome of prolonged cerebration; it is simply a sort of *reductio ad absurdum*, the only way in which it is possible to keep going the work of several boys of different ages and abilities in a very restricted time, and I imagine that mathematical specialist work in most schools is done on similar lines.

Now I suppose that a rational being, given the choice between doing his sixth form work as indicated above, and doing it in an orderly and decent way ("Read paragraph 314 and do numbers 5, 17 and 23 for homework, please") would choose the latter, in spite of much that is to be said in favour of Dalton and project-plans. But the strange thing is that he would perhaps be wrong in doing so, for the unsystematic and untidy method seems to work quite well, and I think there are good reasons for it. It fosters independence and initiative and it enables every boy to make his own pace, so that he is not slowed down merely because some other boy has a difficulty. Further, and I regard this point as vital, it makes the chief responsibility appear to the boy to be his own and not the master's, and that is as it should be in a sixth form. The master becomes an adviser and a companion in adversity rather than a teacher, and there is consequently a pleasant atmosphere of goodwill; moreover, this type of training is just what is wanted to prepare boys for the conditions they will have to face as undergraduates.

If I have laboured this point about the possibility of doing mathematical scholarship work by individual assignments that are not very closely supervised, it is for three reasons. First, it is interesting in itself to note that a method is workable with mathematics which would scarcely be possible for languages, classical or modern, or practical work. Secondly, because I believe advanced mathematics to be a fine subject educationally, and I believe that this is largely because of the opportunity it offers for the individual boy to develop initiative and the habit of examining his own work in a critical spirit—he is always asking himself whether he is certain this solution is right or whether he had better inquire about it. Thirdly, because I want these remarks to be an encouragement to the study of mathematics in the smaller schools where there is not much provision for scholarship work on the time-table.

If the boy is willing, the master enthusiastic, and the textbooks carefully chosen, there is no reason why good scholarship work should not be done in any school. In point of fact, there have always been really good mathematical scholars coming up from schools that are not in the regular scholarship list, and that is one reason why it would be very regrettable if the universities ceased to offer a fair number of scholarships for mathematics only. It is the best subject for a really clever boy in a school where scholarship work is not done as a matter of routine, and many a boy has won himself a mathematical scholarship in spite of very exiguous teaching, an achievement which would be impossible in languages or science.

But while it is desirable, for these reasons, that there should be scholarships for mathematics only, I do not regard a course as ideal if the specialist part of it consists of mathematics only, and I consider that every mathematician should do as thorough a physics course as possible. Mathematics, like everything else that is worth having at all, is no good unless it is used, and a mathematician who does not apply his mathematics to problems that are real to himself does not get the greatest possible benefit from his knowledge and his work. Physics seems to me the more necessary because the modern boy, rather surprisingly in this mechanized age, is somewhat lacking in physical insight, a fact for which I cannot account unless by the hypothesis that there is too much wireless and too little meccano in the daily life of the younger generation. It happens conveniently that the Oxford colleges do not encourage their mathematical candidates to offer physics, whereas the Cambridge colleges appear to give full credit for a good knowledge of the subject, so that both types of candidate are adequately provided for.

An intelligent young friend of mine who is now at Cambridge used to assure me, at a time when I saw him daily, that mathematicians were really no use except for the doubtful purpose of teaching other people to become mathematicians. This belief is not uncommon amongst parents, and a few facts about the subsequent careers of mathematical scholars may therefore be of interest. A friend of mine was appointed in 1919 to the headmastership of a West Riding grammar school where very little advanced work was being done. He took over the sixth form mathematics, and since then his pupils have won thirty-five open scholarships, seventeen at Oxford and Cambridge. Of the Oxford and Cambridge scholars who have graduated, three are schoolmasters, one is in the R.A.F. Educational Service, one is in Holy Orders, one is assistant solicitor to the Thames Conservancy Board, one is with Imperial Chemical Industries, one is in Sopwith's designing department, one is with the Standard Cable Company, and one holds a high position in the Nautical Almanac Office.

At one Oxford college the careers of the mathematical scholars who have graduated since 1922 are as follows: six are schoolmasters (including one headmaster), one is a university lecturer, one is in Holy Orders, nine are in various branches of the Civil Service, two are chartered accountants, two are practical engineers, one is doing engineering research, one is in business, one is an actuary, one is in a bank, one is an archaeologist, one is on the stage, and one has disappeared. These figures would seem to suggest that my Cambridge friend's gibe was not only unkind but also unfounded.

No article on this subject would be complete without some reference to the syllabus and standard of the examinations, and this matter is now attracting the notice of the entire mathematical world as a result of the presidential bombshell delivered to the Mathematical Association by Prof. E. H. Neville in January; the full text may be found in the *Mathematical Gazette* for February (No. 232, G. Bell & Sons, Ltd., 3s.), and should be carefully read by all scholarship teachers and examiners.

Prof. Neville's thesis is that "my preparation at school a quarter of a century ago would have been adequate to this examination as it is now. On the other hand, I should have no hope whatever of a creditable degree on the same pretence. The schoolboy of those days was ready for the university of to-day, but his undergraduate contemporary would find a great many of the questions in a modern tripos literally incomprehensible. In other words, while a multitude of ideas have not only been developed in the most highly specialized mathematics during this generation, but have permeated mathematical thought to the extent that every educated mathematician knows something of them, the schoolboy is not, so far as I can discover, expected to have a single idea with which his father was not familiar. If this is true, we may well ask ourselves if it is inevitable or desirable, or if somebody ought to do something about it." My own opinion, with all respect, is that Prof. Neville's conclusions are in part false, and his reasoning at times questionable; he has a disarming way, unusual in a mathematician, of candidly stating an objection to one of his own arguments, and then continuing with the argument.

The whole question is one that cannot be adequately discussed in this article, but any one who reads it will not have done so in vain if he accepts my advice and follows it up by reading Prof. Neville's far more able and stimulating one. And I hope, confidently, that nobody will take my word against Prof. Neville's without first reading his address. Though I cannot argue out the matter here, I can state how far I agree and disagree with Prof. Neville. I disagree with him in that I think the average candidate (Prof. Neville will never convince us that he was that) now knows more and better mathematics, especially mechanics, than the average candidate of twenty-five years ago, and that I do not think that anything whatever can be inferred from a comparison of tripos papers, seeing that the tripos papers are becoming more and more

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specialized, so that the presence of a question in a tripos paper is no guarantee that it means anything to more than 5 per cent of the candidates. I agree with him, when he cautiously states that it is " substantially true in many schools " that " the whole time spent on mathematics at school is spent on things which every one who aspires to be a mathematician must learn," and I think he is right when he generously implies that the candidate of to-day has a much sounder knowledge of applied mathematics than the candidate of twenty-five years ago. (" I could not apply the first principles of mechanics intelligently," page 14.) I also agree, and this is the really practical point, that further improvement is possible. But our boys do not waste time, at least, the good ones do not, and if more is to go into the syllabus, something must come out. What is it to be? There is scarcely any part of elementary mathematics so unimportant and trivial that you cannot find a question on it in scholarship papers.

I have recently been faced with problems on Newton's parallelogram, the nine-point circle in trilinears, with something that looked very like a meditation on a Farey series, with some horrible geometrical conics, and some very dirty work in bipolars. Now there is at least one scholarship group (at Oxford) which states boldly that it will not examine on certain of the more stupefying parts of algebra, and it is quite time that this principle was extended. I should like to see the scholarship examiners, perhaps with the assistance of one or two co-opted schoolmasters, prepare a brief list of what boys ought *not* to know in algebraical and Euclidean geometry, algebra, analytical trigonometry, and so on; when they have prepared that list we ought to be able to find time for some vector analysis or anything else in reason. Till then we must go on very much as we do now, comforting ourselves with the more or less apposite reflection that cathedrals of increasing splendour and magnitude have often succeeded one another on the same site and foundations.

Personal Paragraphs

THE retirement of Sir George Newman, Chief Medical Officer of the Board of Education, must not be allowed to pass without grateful tribute being paid by this *Journal* to the great work which he has accomplished since he took up this post in 1907. Even before this, when he was Senior Demonstrator of Bacteriology and Infective Diseases in King's College, London, he was known as the author of important works on *Infant Mortality*, *Hygiene and Public Health*, and *Bacteriology of Milk*. But it is for his annual reports that he will perhaps be best remembered. Lively and lucid in style, and often fearless in their handling of controversial questions, they inspired both confidence in the writer and a desire to remedy the defects he pointed out. The late Lord Riddell once spoke of Sir George Newman as " the most important hygienist since Moses," and it is a fact of great significance that the burden of infantile mortality in England and Wales has been halved in the last twenty-five years, while the health of school children has also very greatly improved. His admirable work will stand as the achievement of a great civil servant who did immense service to his country, and we may hope that due recognition will be given to it.

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DR. A. S. MACNALTY, who has succeeded to the post vacated by Sir George Newman, was Senior Medical Officer of the Ministry of Health and Deputy to the Chief Medical Officer. He has served as a member of the Statistics Committee of the Medical Research Council and was previously a medical inspector to the Local Government Board. He has also been an examiner in public health for the Oxford University and in hygiene for London University.

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MR. L. DE O. TOLLEMACHE, at present Headmaster of Wellingborough School, has been appointed Headmaster of the Imperial Services College, and will take up new duties at the beginning of next term. Mr. Tollemache is an old boy of Winchester and graduated from New College, Oxford, with second classes in Hons. Mods. and Hist. Finals. He has had teaching experience also at Wellington College and Bradfield College. At Bradfield he was a house master and Major and Officer Commanding the O.T.C.

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MISS RHODA H. JACOB, Senior Classical Mistress at Kensington High School, London, since 1926, has been appointed Headmistress of Harrogate Ladies' College, to commence duties at the beginning of the summer term. Miss Jacob was educated at Dulwich and Sydenham High Schools and at Girton College, Cambridge, where she graduated in 1922 in the Classical Tripos. Her teaching experience includes periods at South Hampstead High School, Queenswood School, Clapham, and Richmond County School.

* * *

THE REV. R. W. STOPFORD, Senior History Master and House Master at Oundle School, has been appointed to succeed the Rev. J. M. Campbell as Principal of Trinity College, Kandy, Ceylon, as from the beginning of next term. An old boy of Liverpool College, and a scholar of Hertford College, Oxford, he took first classes in Hons. Mods. and Modern History. Prior to his appointment to Oundle in 1925 he served as an assistant at Highgate School.

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MISS HARRIET G. LEITCH, Head of the Modern Languages department of Dumfries Academy, has been appointed to be one of His Majesty's Inspectors of Schools, Scotland, and has taken up her duties as from March 1.

* * *

MISS F. I. SAVORY, at present Head of the Modern Language Department at St. Felix School, Southwold, has been appointed to succeed Miss E. E. Ellett, who is retiring, at the end of the summer term. Miss Savory is a former pupil of Clifton House School and graduated M.A. in the Hons. School Mod. Langs. from St. Hugh's College, Oxford.

ONLOOKER.

MESSRS. W. HEFFER & SONS, LTD., Publishers, Cambridge, have in the press a volume entitled *The Schoolboy: A Study of his Nutrition, Physical Development, and Health*, by G. E. Friend, Medical Officer of Christ's Hospital, Horsham. With a foreword by J. C. Drummond, Professor of Biochemistry, University College, London. The investigation which Dr. Friend has carried through with constant care and enthusiasm will, it is hoped, mark a turning-point in the history of the practical nutrition of schoolboys.

* * *

During the meeting of the International Musical Congress, which opens at Florence on April 29, Dr. Percy Scholes, who was at one time musical adviser to the B.B.C., will read a paper on " The Use of the Gramophone in the Teaching of Music and in General Education." His address will be followed by a programme of illustrative records.

* * *

The March–April issue of *The Poetry Review*, the second of the twenty-sixth annual volume, contains, among other items, an authoritative " leader " on a revolution in educational methods by Captain Cranmer-Byng, under the title *The Wind in the Cloisters*, a fascinating comparison of Hafiz and Malherbe by J. A. Chapman, an eloquent eulogy of Marlowe by F. C. Owlett, and an important technical paper by W. H. Stephens, the author of *The Elements of English Verse*.

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The Problem of New French

By PHYLLIS AYKROYD, B.A., Ph.D., Brighton Technical College.

THE prose used by many contemporary French novelists is a new literary language.

Romanticism, although it claimed to be revolutionary, did not alter the essential structure of the French sentence, any more than it abolished the rules of versification. What it chiefly did was to add flexibility, colour, variety, picturesqueness to the language of poetry and of prose. Later, the Realists and Naturalists added infinite detail to the vocabulary of material description. George Sand and her imitators in the Nature School freely used regional peasant patois in conversation—and so on. There was, indeed, much variety and richness in nineteenth century French prose: but the sentence and the paragraph retained the same logical structure as before, even when looseness and obscurity had found their way into symbolist and decadent poetry.

" What is not clear is not French " is a dictum which was reiterated with satisfaction for generations; and those who accept it literally, and who also appreciate rhythm and balance, the harmonious fall of the sentence, the carefully placed adjective, the well-chosen vocabulary, have no difficulty in following the art of prose from Voltaire through Chateaubriand and Flaubert to Anatole France. But how are they to assess the qualities of the prose of the post-Proustian period?

The study of literary French both here and in France itself is limited to works in an accepted and academic medium. The endless " analyses logiques " and " explications de texte " of the French Lycée concentrate upon such, and the students' own work is an attempt to imitate the same style. There must still be many people who are inclined to think that the sharp and logical prose of Anatole France (now dead ten years and almost forgotten) is the fixed and final expression of modern French.

Alas! since France was in his prime, Freud and Bergson, Proust and Gide and Joyce, war and peace, cosmopolitanism and regionalism, have all left their mark. Vocabularies have become proportionately enlarged. Nobody taking up a recent novel could repeat the old fallacy that French is not a rich language (based perhaps on the very restricted vocabulary of Racine).

In France itself, teachers, professors, and orthodox critics, steeped in the classical tradition and genuinely preferring its forms, tend to ignore or despise this new prose language. It is not always clear, it knows not the Academy, in short it is not French. They would not consider using it for " explications de texte," nor would they mark a student's work which so set aside the rules of syntax and vocabulary. They have our sympathy. Nevertheless we cannot will away a developed form of art by ignoring or despising it. This method has been tried before. Academy and university, dictionaries and grammars matter little to the younger school of novelists; and yet they are undoubtedly writers of talent and force.

As a frequenter of the Latin Quarter, I am intensely interested in the new French; on the other hand, as a teacher of English students preparing for examinations, I am still wondering what to do about it. How much longer will the academic mind for the sake of convenience go on ignoring this new language? Or, what more intimately concerns us—when is the news to be broken to foreigners studying French that most of the carefully acquired rules of grammar and syntax are " going west "? I have already perplexed one or two literally minded adolescents with the suggestion. I attempted a slight explanation because this new prose has begun to appear in London University examination papers.

Contemporary French prose then is for the most part a series of revolutionary experiments. If some of it is " debased," it is consciously so in order to convey a definite impression or feeling. Above all it is *sensuous* rather than *rational*. Francis Carco has written novels in the lowest " argot "; Antoine de Saint-Exupéry (*Vol de Nuit*, 1931) flaunts the most impossible images before our eyes; Jean Giono (*Le Grand Troupeau*, 1933: *Le Chant du Monde*, 1934) is adopting the syntax of the peasant not merely for conversational but for narrative paragraphs; Henri Fauconnier (*Malaisie*) has suggested the intellectual languor of the East by spineless or staccato sentences; and so on.

Even the older writers such as Jules Romains and François Mauriac use the freest of forms to achieve a desired effect.

The " debasing " of the medium may be partly explained by the fact that there is no moral conflict in the contemporary French novel. (Mauriac is the exception here.) The writer may be trying to see exotic scenes through minds twisted by this very " exotisme "; or he wishes to depict human life on its lowest plane, life almost inarticulate, of the earth earthy, of the animals animal. The prose medium used achieves his purpose à la Ernest Hemingway.

Let me give a few illustrations of the licence and the difficulty of contemporary French prose. These examples have all been chosen from works of recognized merit, some of which have been awarded literary prizes. First, this prose is characterized by rapid transition from one extravagant image to another—a method of writing condemned by the orthodox blue pencil. But no blue pencil can overtake it now. These metaphors are vivid and original, but they are inextricably *mixed*. In *Vol de Nuit* M. Antoine de Saint-Exupéry thus conveys the thoughts of the aviator:

Il eût pu croire aussi, dans ce calme, faire une lente promenade, presque comme un *berger*. Les bergers de Patagonie vont, sans se presser, d'un *troupeau* à l'autre; il allait d'une ville à l'autre; il était le berger des petites villes. Toutes les deux heures il en rencontrait qui venaient boire au bord des fleuves ou qui broutaient leur plaine.

Quelquefois, après cent kilometres de steppes plus inhabitées que la *mer*, il croisait une ferme perdue et qui semblait emporter en arrière, dans une *houle* de prairies, sa charge de vies humaines, alors il saluait des ailes ce *navire*.

All this time, be it repeated, we are in the *air*.

Or take this startling metaphor, noting also the position of the adjective:

Juin et Juillet, semblables à d'exotiques arbres chargés de fruits d'or, s'offraient aux convoitises.

LUDOVIC MASSÉ.

The teacher of language struggles eternally to eliminate the vague or ambiguous pronoun from immature work. It is true that a hundred years ago, Stendhal had thought of the device of the logically obscure but psychologically obvious pronoun. It is much used by contemporaries. I read in *Le Chant du Monde*, by Jean Giono:

—Pourquoi nous suivons le fleuve?

—Pour avoir une direction, dit Antione, et puis aussi parce qu'ici la terre est molle. Ils passeront plus haut dans les bois avec leurs boeufs. Ils nous perdront. Tu comprends, Noisette?

Je *lui* ai dit:

La nuit, c'est ce que tu vois, toi l'aveugle, dans ta tête noire.

The italicised pronoun refers suddenly to the woman who occupies the mind of Antoine, while his lips are speaking to his male companion.

The following is a typical example of familiar schoolboy language, used in this case to reduce the marriage of Don Juan to a " Gauloiserie."

Juan tremblote, bafouille en passant l'anneau au doigt de Thérèse. Tant et si bien que l'anneau s'échappe, roule à terre. Les deux mariés à quatre pattes sont à ses trousses. Pendant ce temps tout le monde décampe.

JOSEPH DELTEIL, *Don Juan*, 1930.

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Here is the syntax of the uneducated deliberately reproduced :

Mais il fallait aller jusqu'à la ferme et faire vite car l'équipe allait bientôt partir à Villevieille à en juger par l'heure du soleil.

Il faisait aussi vite que tout et il était au Biéchard quand il vit là-bas près de la ferme les gars presque déjà partis pour la ville.

JEAN GIONO.

There is a constant overuse of the dative to avoid the possessive adjective, there are many unauthorized reflexives, there are groups of words without the shadow of a finite verb. Here, for example, are detached colloquial exclamations to convey the delirium of a white man in a tropical forest—a favourite type of subject.

Roland aime tout ce mystère. Moi, ça me fourmille dans la tête, ça m'intoxique. Ah ! Certes, je ne suis pas le même qu'avant de le connaître. Je pense, je pense—et le *donc*, c'est que je ne sais pas si je suis. Ces Malais sont intéressants. C'est comme la jungle. Pays monotone. On entre dedans—je sens que je vais m'endormir—et c'est la forêt enchantée.

HENRI FAUCONNIER, *Malaisie*.

Finally, here is an example of cosmopolitan jargon as written by Paul Morand, Pierre McOrlan, and others with much liveliness, a kind of journalese by Sport out of Cabaret :

A vivre dans ce monde américain des pugilistes — que ne relève pas, comme en Angleterre, la présence de lords sportifs— Jack Ram était devenu un hybrique mélange de professionnel, de gentleman et de gymnasiarque.

PAUL MORAND, *Champions du Monde*, 1930.

English people, in the main, do not know how their compatriots write, and therefore the liberties of English seem perhaps less startling and shocking. But French people spend infinite time and trouble on teaching one another how to write. . . .

I have simply illustrated a few of the more striking characteristics of this new language from novels that are sensuously alive. I have not attempted to deal with the ideas expressed in the contemporary novel, but solely with the medium through which they are expressed.

Foreign and Dominion Notes

ITALY

What Fascism is Not.

The January number of *International Conciliation* (Carnegie Endowment for Peace), edited by Dr. Nicholas Murray Butler, contains an "authorized English translation of an article by Premier Mussolini to the *Enciclopedia Italiana* (in 1932) on the philosophic basis of Fascism." We quote, without comment, a few plain-spoken passages : "Fascism, the more it considers the future of humanity, believes neither in the possibility nor the utility of perpetual peace. It thus repudiates the doctrine of Pacifism —born of a renunciation of the struggle, and an act of cowardice in the face of sacrifice. War alone brings up to its highest tension all human energy, and puts the stamp of nobility upon the peoples who have the courage to meet it. . . . Also hostile to the spirit of Fascism, though accepted for what use they can be in dealing with particular political situations, are all the international leagues and societies, which can be scattered to the winds when once strong national feeling is aroused. . . . The Fascist loves his neighbour, but this 'neighbour' is not merely a vague concept, and the 'love' puts no obstacle in the way of necessary educational severity." "The Fascist negation of Socialism, Democracy, and Liberalism does not mean that Fascism desires to lead the world back to the state of affairs before 1789. Absolute monarchy can never return, any more than blind acceptance of ecclesiastical authority. There can be no doctrine of unquestioned efficacy for all times and all peoples. Political doctrines pass, but humanity remains. . . . The forms in which States express themselves may change, but the necessity for such forms is eternal. The State educates its citizens in civic virtue, gives them a consciousness of their mission, and welds them into unity. A margin of essential liberty is left to the individual, who is only deprived of useless and possibly harmful freedom."

Obiter Dicta.

With the foregoing it is interesting to compare certain Papal (and other) utterances. In an encyclical (1930) it is claimed that education belongs first to the Church, and next to the family. The State has the right only to impart to all citizens a knowledge of their civic and national duties, and such physical, intellectual, and moral culture as is required for the common good. In a published address at about the same time the Pope himself is reported as saying : "The State is not made to absorb, swallow, and destroy the individual and the family in order to accomplish its work in the field of education. . . . Nor is it necessary to bring up conquerors and train for conquest."

Another utterance is that of Gentile, the Fascist Minister of Education responsible for the sweeping educational reforms —the most Fascist, according to Mussolini, of all the Government's acts. In the letter announcing his formal allegiance to the Fascist Party, Gentile wrote : "Liberal as I am through profound and solid convictions, I am persuaded that a true Liberal, who despises equivocation and wishes to stand at the post of duty, ought to enrol himself at your side." Those reforms, still dominant, may be summed up as aiming at such a reorganization of the whole system of education as would produce citizens fully equipped to serve Italy's national aspirations, ready to work steadily in factory or on farm for her rejuvenation, and, at need, to die for her. There was also, strange as it now seems, an assurance of administrative and didactic liberty—"academic freedom"—for all teachers and schools. The Under-Secretary for Education at the time of the reforms has since written, in a volume dedicated to Gentile, his own article of faith : "Fascism is the exaltation and sublimation of all the elements co-operating to establish and secure the greatness of the fatherland, and is first of all a problem of education. . . . The school must therefore have a political content. There is a kind of politics, it is true, that ought never to enter a school. But there is also a kind that our Government does not fear to see entering the school—the politics of the nation, the creative will of the national life."

An ironic comment on the "academic freedom" is the academic oath : "I swear to be faithful to the king and the royal successors, loyally to observe the constitution and other laws of the kingdom, to exercise my office of teaching and other academic duties with the object of forming hard-working, upright citizens devoted to their country. And I swear that I do not and will not belong to any association or political party whose activities are irreconcilable with the duties of my office." For any breach of the last clause the penalty is instant dismissal ! We note further the compulsory merging of the former Teachers' Union (primary) and Federation (secondary) into the National Association of Fascist Teachers, and that not many years ago the Chamber of Deputies was officially assured that : "Our teaching body, amongst which was to be found until recently a not inconsiderable sprinkling of the fossils of a historical cycle which is now for ever closed, is to-day a perfect instrument of the Government's will."

"Child Citizen Soldiers."

From recent numbers of the *Bolletino Officiale* (and other sources) we cull a few relevant facts : "Italian schools of all kinds are inspired by Fascist ideals, and educate their children to understand them, and to live in the historical atmosphere created by the Fascist Revolution" (Mussolini). An outline syllabus, based on the aims of the Fascist State, exhorts teachers to keep themselves up to date in geography and history, and to direct attention to Italian greatness in world-history, and to eminent figures in Fascism. Mussolini's words that "the functions of citizen and of soldier are one and the same" are to be graven on the hearts of teachers and pupils. "The Book and the Rifle" is finding full and practical application in all schools, where no distinction is now drawn between civil and military. Since the recent enforcement of pre-military instruction for all males between the ages of 8 and 21, this has become an integral part of national education, and from the scholastic year 1934–5, "military culture" is to be made compulsory in all secondary schools and universities. Thus a feeling of love and admiration for the "glorious" Italian army (with a whisper of Abyssinia and Turkey) is being instilled into all children, and the "citizen-soldier" is brought into being. Even the children of the "Balilla" (an extra-school organization for ages 8 to 14) are frequently marched, in black shirts and black skirts, to monuments of Italian accomplishment and glory.

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Religious Knowledge in Senior Forms

By G. MACK M.A., The Municipal Secondary School, Bury

IN May, 1934, the Report of the Conference on the teaching of Scripture or Religious Knowledge in schools was issued. Among other things, the report noted that only three-quarters of the girls' schools, one-half of the boys' schools, and one-quarter of the mixed schools provided for the teaching of the subject throughout the whole school course. Further, that where the subject was dropped before the completion of the school course, the discontinuance was most common in the sixth form, although, in some cases, the subject was dropped in the year of the School Certificate Examination.

The report deplored particularly the lack of religious instruction in the sixth form, in view of "the modern tendency for intending teachers to remain at the secondary school" until they are 18 years old.

There has always been controversy as to whether the true ends of religious knowledge are served by making it an examination subject, just as there has always been ambiguity as to whether what shall be taught in school is "Scripture" or "religious instruction." Nevertheless, in other subjects it is usual to regard the School and Higher School Certificate examinations as fair tests of the standard a pupil should have reached at the end of four or five years in the case of the School Certificate, and six or seven years in the case of the Higher School Certificate. Bearing this in mind, an examination of representative syllabuses in Scripture, or religious knowledge, should illustrate how far the difficulty of its teaching in schools would be solved by its inclusion as an examination subject.

Clearly, the Northern Joint Board regards the School Certificate Examination as being purely a test of Scripture knowledge, for candidates are expected "to have studied the actual text of Scripture rather than textbooks of Scripture history." One paper is prescribed, and is to be selected from four; alternatives are offered in both Old and New Testament history. In the syllabus of the Old Testament the matter is largely straightforward history or narrative. Passages of 1 and 2 Kings are set to cover the parallel history of Israel and Judah, and the illustrative passages give clear evidence of the author's main thesis, his deuteronomic doctrine that a falling from grace in national religion is repaid by national disaster. Evidences of the author's partiality in the handling of his sources may easily be discerned in an intelligent reading of the text. With this historical matter are included the prophets Amos and Hosea who serve to show the changing conception of God in the eighth century B.C.

As an alternative, the Apocrypha is represented: the struggle of Hellenism and Judaism in 1 Maccabees; samples of the Apocalyptic literature of the second century; wisdom literature and, in Jonah, the assertion of the compassionate nature of God against exclusive, orthodox Judaism.

The New Testament history is quite straightforward and free from any emphasis on doctrine. The alternatives are the life of Christ according to the Gospels with special reference to St. Matthew and the story of the early Christian Church with special study of Acts i.–xv., James, and 1 Peter.

The School Certificate of Durham University prescribes one paper based on any two sections from a choice of seven. Three of these—(*a*), (*b*), and (*c*)—deal with "narrative portions" of the Old Testament, *viz.*: (*a*) from the call of Abraham to the death of Joshua; (*b*) the birth of Samuel to the death of Solomon; (*c*) the Division of the Monarchy to the fall of Jerusalem.

Prophetic literature is represented in the "prophecies of Amos and Micah with their historical background."

In the Old Testament sections, the examining authorities seem to require a knowledge of Scripture only, although it is not stipulated how far the candidate should have textual knowledge; for example, in the study of Micah, how far must a student be able to differentiate the prophecies of the different countries?

One section deals with the life of St. Paul "from the Acts of the Apostles"; and another with one of the Synoptic Gospels—St. Luke. Finally, Durham has the distinction of the section: "The History of Christianity in England to the death of the Venerable Bede"—interesting material which can be closely related to the local history of the area for which the Durham School Certificate caters.

The Oxford and Cambridge Board has set St. Mark's Gospel—presumably to be studied in some detail—as a compulsory paper. A second paper must be selected from a choice of (*a*) a portion of Old Testament history dealing with the "Story of the Southern Kingdom from the death of Solomon to the death of Hezekiah" and special attention is to be given to the teaching of Isaiah, or (*b*) 2 Kings and a portion of 2 Chronicles, or (*c*) Acts i.–xv. and 1 Peter.

In addition to styling the subject "Scripture knowledge," the Oxford and Cambridge Board stresses the fact that while "candidates should pay special attention to the teaching of the prophets and the development of religious ideas, it is important that they should not neglect the historical background, and that they should read the actual text of the Bible."

The London Matriculation Council sets papers in "religious knowledge" and candidates must offer two sections out of seven. A period of Old Testament history is offered in the "Jewish History from 200 B.C. to A.D. 70"; the major prophets in Ezekiel and Isaiah; and the minor prophets in Haggai and Zechariah. The Apocrypha is present in 1 Maccabees. A period of New Testament history is given in St. Luke, Acts i., and St. John; while one section offers a prescribed book of the New Testament in Greek.

The distinction of this examining body, however, lies in a section on the Prayer Book on which "Questions will be set to test the candidates' knowledge of the Church Catechism (full text and explanations), with Morning and Evening Prayer, Confirmation Service, Service of Holy Communion." This section offers a close comparison with that often set by the Oxford Local Examination.

In reviewing these syllabuses, we may note with regard to Old Testament matter, that all authorities cater for something which can be clearly understood as knowledge of the Scriptures. In the main, the material is narrative or historical and there is nothing to suggest that pupils at the standard of the School Certificate should be familiar with the intricacies of textual criticism. With regard to the New Testament the needs of the different bodies can still be regarded as Scriptural with the exception of the section of the Durham syllabus which prescribes a period of the History of Christianity in England, and the London Matriculation's paper on the Prayer Book.

On the whole, it must be admitted that the material prescribed by the examining bodies, with the exception of this one section of the London Matriculation syllabus, could fit harmoniously into a school course comprised of the work of four or five years. Unless the teaching of particular doctrine were introduced (and no one seems to want this), it is difficult to see how much more could be asked from pupils at this stage. One is tempted to suggest, however, that for New Testament matter the examining bodies could well consider the setting of such a book as E. A. Gardiner's *Life and Teaching of Christ*, which deals adequately with the ground to be covered.

It is questionable whether the same satisfaction is experienced in a review of the Higher School Certificate syllabuses.

The Northern Joint Board offers "Biblical history and

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literature" as a subsidiary subject with the alternative of Old or New Testament. The Old Testament section prescribes "a general acquaintance with Old Testament history and literature as a background for the more special study of "the structure and chief contents of the Pentateuch, stressing the more important narratives of Genesis and Exodus or the Book of Job."

The New Testament section asks for an acquaintance with New Testament history and literature and special study of the Synoptic Gospels or "St. Paul's life and times in outline" with special study of the Galatian and Roman Epistles.

For the Durham Higher School Certificate a candidate must offer two sections out of six. Three of these are Old Testament history—akin to those set in School Certificate: (*a*) the call of Abraham to the death of Saul; (*b*) the death of Saul to the fall of Jerusalem; and (*c*) the Divided Monarchy, the Exile, and the Restoration. One section prescribes the Life of Christ in the Gospels of St. Mark and St. John; another, the Acts of the Apostles and 1 Corinthians; and a purely historical section comprises the History of Christianity to A.D. 45.

The Oxford and Cambridge Board offers a choice of three sections. The first is a combination of Old and New Testament—an outline of St. Luke and outlines of Old Testament history from Jehu to Nehemiah. Secondly, a choice of Genesis, Exodus, or 2 Kings, 2 Chronicles, Amos and Hosea, or Isaiah; thirdly, a choice of the Gospel of St. John or the Epistle to the Romans or the Epistle to the Hebrews.

Now, if the purpose of religious instruction is to stimulate a reverence for, and interest in, religion—particularly in those intending teachers about whom the Conference was so concerned—the syllabuses of the respective Higher School Certificates can scarcely be regarded as satisfactory. In the first place, if the subject is to be taught "throughout the school course," the Higher School Certificate does not cater for second and third-year students of the sixth, for it is generally set as a subsidiary subject. Again, the material is much too close in *kind* to that required for the School Certificate, and the sixth form student generally boasts a greater maturity than the younger pupil. Further, since the sixth form student is ready to pass into the world where his religious views will be readily assailed, should not the aim of the lessons be, in the words of the Bishop of Ripon, the presentation of "a real and reasonable religion, such as to give the beginnings, at any rate, of a philosophy of life, a coherent world-view that will help the young to make sense of things as they happen"? Can this be achieved on the lines of the present Higher School Certificate syllabus? It cannot, because such a syllabus does not deal with that aspect of religion of which youth, faced with the superficial materialism of the modern world, is bound to have need, namely, the intellectual aspect.

Deserting the attitude of fundamentalism, can the student of science and languages be brought to regard religion as something of such vital interest as to demand his attention as much as his other studies? Would such a student look back on the narrative and historical matter of the present Higher School Certificate examinations as inviting that vital interest?

In a later article, the writer proposes to outline an experimental syllabus with which he attempted religious instruction in the Sixth Form.

University of Durham

THE report of the Royal Commission on the University of Durham, presided over by Lord Moyne, makes recommendations as to changes in the constitution of the University. At present, the University consists of three units, one at Durham, composed of numerous colleges; and two at Newcastle-on-Tyne, the College of Medicine and Armstrong College. There are also three affiliated colleges, *viz.* Sunderland Technical College, Codrington College, Barbados, and Fouray Bay College, Sierra Leone. In 1932–33 the University contained 1,630 full-time students, 475 at Durham, 333 in the College of Medicine, and 822 in Armstrong College; and 364 part-time students, 8 at Durham, 61 at the College of Medicine, and 295 at Armstrong College. The youngest unit, Armstrong College, established in 1871 as the College of Physical Science, is also the largest.

The Commission's most important recommendation aims at the amalgamation of the College of Medicine and Armstrong College to form a University College for Newcastle-on-Tyne, thus reducing the three units of the University to two. The arguments for and against this proposal are marshalled. Some of these will be obvious without local knowledge. The Commission has no *arrière-pensée* in the direction of a separate university for Newcastle-on-Tyne. "No one," it reports, "submitted evidence in favour of a separate university in Newcastle; in fact the witnesses most concerned disclaimed any desire for such a development." The Commission considers that no preconceived ideas or prejudices should be allowed to stand in the way of such a development of higher education if the population, prosperity and other circumstances ever justified two universities, each with its medical school, situated within 15 miles of one another; but the likelihood of this seems to the Commission "remote in the extreme." The paragraph of the report (No. 59) from which this quotation is taken, appears to imply that every new university must include a medical faculty, an opinion the more surprising since one of the members of the Commission, Dr. Franklin Sibly, is Vice-Chancellor of Reading University, which has no medical faculty. Another *dictum* of doubtful constitutional validity in the same paragraph, asserts that His Majesty in Council is the "ultimate authority" in the creation of new universities. Durham University itself would not have been created without the consent of Parliament.

Reverting to the proposed merger of the College of Medicine, established in 1832 and the Armstrong College, established in 1871, we may note that thirty of the teachers of the College submitted a memorandum reporting that "many teachers who have grown up with the Medical School have long been convinced of the wisdom of this policy." The Council of the College, on the other hand, "would deprecate any proposal which tended to disturb its position as a constituent unit of the University of Durham with which it has been so long associated," its fear being "that amalgamation would result in a complete loss of identity, and that the long tradition of the College as a school of medical studies would be disregarded with consequent loss of dignity and sense of responsibility" (par. 80). The Council of Armstrong College did not express an opinion in its written evidence, though it was plain, the Commission reports, that many members of the Council are in favour of an amalgamation, and only refrained from advocating it from a fear that their action in doing so might be misunderstood. The creation of a University College in Newcastle would involve a complete recasting of the constitutional machinery, including the appointment of a principal of University College as chief academic and administrative officer of the College. For the Durham division the appointment of a corresponding officer, a principal or warden, is also recommended.

The original University of Durham was created by the Dean and Chapter of the Cathedral, whose proposal was sanctioned by Parliament in 1832 and by the Royal Charter of June 1, 1837; and was opened in October, 1833 with forty-five students. By the date of the Royal Charter, there were eighty-four members of Convocation and seventy-one scholars. Thus the University of Durham can claim priority to the University of London, created by Royal Charter in 1836, but not to the institution at first called the University of London and now known as University College, London. The child of the Cathedral, the University of Durham, was patterned on the medieval university. Convocation consists of masters and doctors only. "In most universities in which a Master's Degree involves some further test," the Commission reports, "a Bachelor's Degree qualifies for admission to Convocation which is in the main an electoral body with power to make representations to the supreme governing body or bodies of the university." The Commission recommends that bachelors should in future be admitted to Convocation. It recommends also the withdrawal of the right of Convocation to elect eight members of the Senate "from among graduates of the University, four of whom must have been students of

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the Durham Division, two of the College of Medicine, and four of Armstrong College." This withdrawal only appears from a comparison of the present constitution of the Senate and its proposed constitution. It is a subject on which without doubt Convocation will have something to say. The power of veto which Convocation possesses over the decisions of the Senate is also to be withdrawn. If these recommendations are accepted, Convocation will lose some of its characteristics as the " guild " or corporation of the University in the medieval sense. To describe Convocation as it exists in the institution of the University to-day as an " ostensibly subordinate " body is questionable (par. 24).

The appointment of the Royal Commission arose from a controversy, in 1831, to which reference was made at the time in these columns, in the College of Medicine in regard to the dismissal of a professor, a controversy which " gave rise to litigation and sharp differences of opinion." On the merits of this controversy, the Commission refrains from expressing any opinion ; but its report indicates a strong desire to strengthen the powers of the University. An important recommendation in this direction, for example, is " that Treasury grants should in future be paid direct to the University and not to the separate units."

The Broadcast Lesson

By E. H. CHAPMAN, M.A. (Camb.), D.Sc. (Lond.), Headmaster, Newton Abbot Secondary School.

ONE of the most interesting features of our present-day educational system is the broadcast lesson to schools. In many places officials, inspectors, and teachers are carefully observing the progress which is being made in the use of broadcasting as an educational medium, and the time cannot be very far distant when it will be recognized that a broadcast receiver is an essential part of a school's equipment.

Ten years ago, when broadcasting itself was comparatively new, there was naturally a good deal of doubt as to the suitability and value of the broadcast lesson to schools. That doubt has been dispelled in the minds of the majority of teachers, and the broadcast lesson now takes its regular place alongside other lessons in the time-tables of hundreds of our schools.

One good reason for the progress of the broadcast lesson is a purely technical one. The improvements made during recent years in wireless transmitting and receiving apparatus have been such as to raise the standard of reception over the whole country to such a level that a school can be certain of excellent reception wherever it is situated. Another good reason is that the teacher, more or less prejudiced against the broadcast lesson in the first place, now realizes that the object of such a lesson is to supplement and not to supplant his own work in the school.

The greatest difficulty in equipping a school for the reception of broadcast lessons is the initial one of finding the money with which to purchase a broadcast receiver. An expenditure of £15 or more for such a purpose may seem rather large in these days of economy.

Schools which are situated in towns or districts where there is a rediffusion, or redistribution system of wireless reception can obtain their broadcast lessons with a much less initial outlay. A subscriber in such a system is connected by wire to a central receiving station. The apparatus required by the school is a loud speaker and, to listen to a broadcast lesson, all that has to be done is to connect the loud speaker to a plug on the class-room wall. This system, involving neither tuning nor reception difficulties, obviously has its advantages to a school.

The large majority of schools, however, must obtain their broadcast lessons directly by means of a broadcast receiver. What is the first question to be asked in connection with the purchase of a school broadcast receiver? Clearly it is this. Is the receiver to be used only in the school hall, or in some other room in which all broadcast lessons are to be heard, or is the receiver to be used in the different class-rooms ? If it is proposed to follow the former plan, an outside aerial and an earth connection may be employed. If the latter plan is followed, the receiver must be of the portable type with a self-contained aerial.

Whichever plan is followed, the receiver must be chosen on the basis of its suitability for use in the one room, or in the average room in which it is to be used. A broadcast receiver which gives a good performance in the home is not necessarily the best for use in school where the rooms are bigger and higher, and where there is much more reverberation of sound. Again, in the home the listener sits fairly close to the receiver, and the volume of sound required for the clear reproduction of music and speech is much smaller than the volume of sound required for the clear reproduction of speech throughout the length and breadth of a classroom. There is only one way to select a broadcast receiver for use in school, and that is by actual test under working conditions in the room or rooms in which the receiver is to be used.

At the present time, there are being broadcast each week sixteen lessons from the National transmitter at Droitwich to English schools, eight lessons from the Scottish Regional and Aberdeen transmitters to Scottish schools, and two lessons from the North and West Regional transmitters to Welsh schools, a total of twenty-six weekly lessons in all, each lesson forming part of a definite course.

In England and Scotland there are subject committees for English, history, geography, modern languages, science, and music. In England there is, in addition, a Secondary Schools Committee, and in Scotland there is a Reception Committee. The majority of the members of these committees are teachers actually using the broadcast courses in their own schools. In addition to planning courses and suggesting possible speakers, the subject committees are responsible for the series of excellent pamphlets published by the B.B.C.

What is it that makes the broadcast lesson worth while to a school ? Generally speaking, it is that the school gains from the broadcast lesson something of value which it could not gain in any other way. For example, the broadcast lessons in history frequently have included in them a dramatic interlude, the value of which can be realized only by experience. Broadcast lessons in geography bring the class into contact with men who have seen the countries and things they talk about, and who are therefore able to give a vivid first-hand account of the kind which specially appeals to boys and girls. In modern languages, the broadcast lessons are such a great help in oral work that many secondary schools do not hesitate to make time-table changes in order to receive them regularly.

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Although the broadcast lesson contains so much that is novel and attractive, a teacher's duty with regard to that lesson does not begin and end with switching on and switching off the school broadcast receiver. On the contrary, the success of any broadcast lesson depends entirely on the way the teacher links up that lesson with his own work. An introduction to the broadcast lesson is essential, an introduction from which the class will realize quite clearly the connexion between the broadcast lesson to be heard and the previous work of the class in the same subject. It is equally essential for the teacher to follow up the

(*Continued on page 204*)

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broadcast lesson with a discussion of some kind and with written exercises whenever possible.

The broadcast lesson has brought with it several new problems in class technique, the most difficult of which, perhaps, concerns the taking of notes. Can a class listen intently to the words of the broadcast teacher and at the same time make notes? If the class is unable to make notes, how can the most important points in the broadcast lesson be remembered? Here is a problem which can be solved only by careful thought and experiment on the part of the experienced teacher.

Another interesting problem concerns the choice of the broadcast teacher. Whom do the schools prefer at the microphone, the popular broadcaster, the university professor, or the teacher himself? How long should the broadcast lesson continue, fifteen minutes, twenty minutes, or longer? Is the broadcast lesson unsuitable for children below the age of 11? These problems are typical of the many problems the broadcast lesson has brought along with it.

A rather curious notion prevails in some quarters that, when the novelty of the broadcast lesson has worn off, the teacher has to face new and difficult problems with regard to discipline. Experience has proved, however, that in no circumstances does the broadcast lesson cause a greater strain on the teacher's powers of discipline than any other type of lesson. A good disciplinarian will easily maintain good discipline during a broadcast lesson. Indeed, some broadcast teachers have so strong a broadcast personality that, so far as discipline is concerned, the class teacher need not be in the class-room.

The most serious difficulty connected with the broadcast lesson is that such a lesson appeals only to the sense of hearing. This particular difficulty tends to disappear as the class becomes accustomed to the lesson, and it is most interesting to note how a class adapts itself to the new conditions. The broadcast lesson does provide excellent practice in the art of listening, and, after all, broadcasting is now such an important feature of our everyday life that it is surely almost essential that the pupils of our schools should be taught to listen attentively and intelligently.

The thoroughness with which the broadcast lessons to schools are organized is well illustrated by the reception tests given once a week in term time. In these reception tests a list of words is broadcast and the class writes down exactly what was heard. The written lists of words are sent up to the B.B.C. and, from the correctness of the lists, it is possible to judge the standard of reception given by the school's broadcast receiver. Where reception is obviously faulty, the B.B.C. education engineers give all the help they can, even to the extent of a visit to the school.

No attempt has been made to force the pace of development of school broadcasting. The Central Council, its subject committees, and the B.B.C. education officers and engineers fully realize that the success of the school broadcast service depends entirely on the interest and goodwill of the teacher in the school.

Correspondence

SCHOOL CERTIFICATE FRENCH

Much alarm has been felt among modern language teachers at the proposal that a pass should be allowed in French on translation from the foreign language alone. Now that Greek is rarely studied and that Latin is decreasing rapidly, French or another living language is the only bulwark against an illiterate race. As Prof. Ewert has said in his powerful counterblast to these proposals, there has been since 1893, when the Modern Language Association was founded, a distinct improvement in the standard of French and other languages. Specialist teachers have been trained, and every school of any importance counts on its staff a modern language expert. If the only test were an easy piece of prose to translate into English this would lead to a distinct lowering of the balance of education, which would become chiefly mathematical and scientific. The omission of French verse translation is another retrograde step that has been proposed. The only part of the examination that might be judged beyond the power of pupils of 16 is the free composition. Many of them find composition in English difficult enough, and the majority of the French compositions are worthy of very few marks. As to the oral test, that might well be optional or at any rate marked separately on the result sheet, and compulsory for a credit. It is acknowledged that there are very few hard cases in the present system, for a large proportion of those who fail in French fail in other subjects also. This is no moment for the lowering of any standards of education. VETERAN.

THE EDUCATION ESTIMATES

The Estimates for 1935 give food for thought. They amount to £44,000,000 whereas in 1913 they were only £14,000,000. In addition to the £44,000,000 provided by the Exchequer, of which £32,000,000 are for elementary and £9,000,000 for higher education, the rates provide £40,000,000 more, of which £31,000,000 are for elementary education. We are swiftly becoming a pauperized nation wherein three-quarters of the population are highly subsidized by the remaining quarter. For not only do the quarter provide education, but also boots, milk, dentistry, motors to take the lame to school, spectacles for the short-sighted, and now bicycles to take those to school who live at a distance. All these are most excellent ways of ensuring an A1 or at least a B1 nation. It is far better to spend money on education than on preparation for war. But can we afford to do both? Our wealth is swiftly diminishing by our treating the taxation of estates as interest instead of capital. The money ought to be used only for repayment of the national debt. The number of incomes over £2,000 a year was 84,000 in 1933, whereas in 1930 there were 108,000. In these circumstances is it not time to ask manual workers who are at work to pay something for the education of their children? If they paid only one penny a week for each child, it would serve to lighten the rates. Are we right in rapidly exhausting the wealth of the nation for the present generation, and leaving to our grandchildren a bankrupt state. Besides, would not payment cause the education to be valued more highly? What we receive for nothing we are apt to value at nothing. RATEPAYER.

MISUSE OF THE WORD "DICTION"

Will you allow a teacher of elocution of many years' standing to direct attention to a matter which calls for public protest? The use of the word "diction" as a substitute for "elocution" is indefensible, unnecessary, and an arbitrary distortion of English. The wilful misguidance of students of elocution by certain teachers results in many of them being led to believe that "diction" means enunciation and expressive delivery, whereas all authorities on English are agreed that "diction" refers to the choice of words in writing or speaking—that and no more. The usual defence is that the word "elocution" has fallen into disrepute and that "diction" is a nicer sounding word. One cannot but agree that many ear-torturing and mind-disturbing performances have been, and are still, done in the name of "elocution," but the remedy is not to be found in commandeering a word which has its own legitimate meaning, but in better teaching. "Diction" bears the same relation to written words, or extempore speech, as elocution bears to delivery. The one aims at perfection in the choice and arrangement of words, the other at perfection in utterance. This arbitrary and perversive use of the word "diction" is an offence against good English, and results in confusion. We have already too many identical words with dissimilar meanings. It is the duty of all educational authorities, and lovers of pure speech, to maintain a strenuous opposition to those who take such unwarrantable liberty with our language.

EDWARD MINSHALL.

City of London College, E.C. 2.

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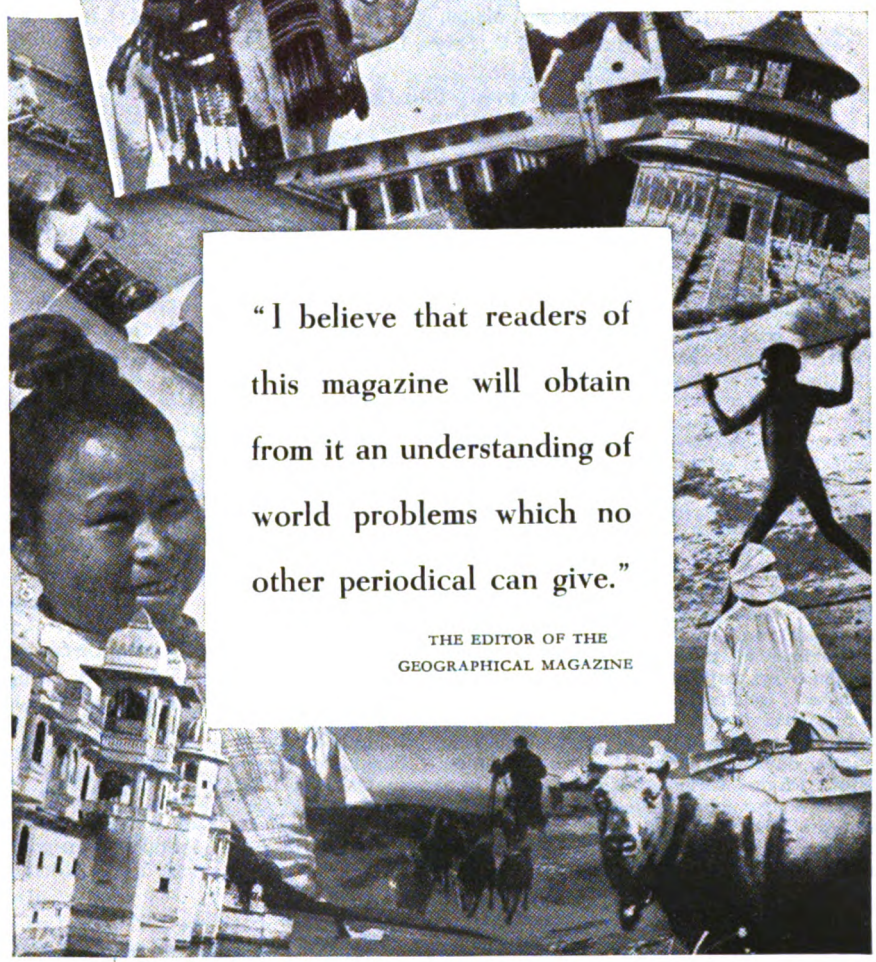

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Prize Competitions

The winner of the March Competition is "Beetle," *proxime accessit* "St. Benoît."

The winner of the February Competition was Mr. W. A. Roberts, the Cottage, Udney Park Road, Teddington, but he writes that he is ineligible, having won the prize in March, 1934. "Fidelis" came second, and he also has taken the prize within the twelve-month. Will "Inverarity," who took third place, kindly send name and address?

We classify the forty-two versions received as follows:

Class I (*a*) Beetle, St. Benoît, Robert Mar, E. M. C., Calamine, Ekroy, Fidelis.

(*b*) H. R., Atossa, Solitaire, R. E., Ex or, Woodlea, Llanandras, Yendu, Superannuated, Signy, M. J. A., Als ob, Katty Ann, Trina, Silsden, Itzehoe, Dante, Martin.

Class II.—Warren, Brightonian, R. A. D., L. O. E. R., J. E. M., Tillydrone, Mädel, M. P-W., Nochmals.

Class III.—D. S. S., Taube, S. M. C., Onyx, Eleanor, E. H. S., August, Elsa.

EXTRACT FROM "UBER GELEHRSAMKEIT UND GELEHRTE," BY ARTHUR SCHOPENHAUER

Wenn man die vielen und mannigfaltigen Anstalten -um Lehren und Lernen und das so grosse Gedränge von Schülei.z und Meistern sieht, könnte man glauben, dass es dem Menschern geschlechte gar sehr um Einsicht und Wahrheit zu tun sen Aber auch hier trügt der Schein. Jene lehren, um Geld zu verdienen, und streben nicht nach Weisheit, sondern nach dem Schein und Kredit derselben: und diese lernen nicht, um Kenntniss und Einsicht zu erlangen; sondern um schwätzen zu können und sich ein Ansehen zu geben. Alle dreissig Jahre nämlich tritt so ein neues Geschlecht auf, ein Kuck-in-die-Welt, der von nichts weiss und nun die Resultate des durch die Jahrtausende angesammelten menschlichen Wissens, summarisch, in aller Geschwindigkeit in sich fressen und dann klüger als alle Vergangenheit sein will. Zu diesem Zweck bezieht er Universitäten und greift nach den Büchern, und zwar nach den neuesten, als seinen Zeit- und Altersgenossen. Nur alles kurz und neu! wie er selbst neu ist. Dann urteilt er darauflos. Die eigentlichen Brotstudien habe ich hier nicht einmal in Rechnung gebracht.

Studierende und Studierte aller Art und jedes Alters gehn in der Regel nur auf Kunde aus; nicht auf Einsicht. Sie setzen ihre Ehre daran, von allem Kunde zu haben, von allen Steinen, oder Pflanzen, oder Bataillen, oder Experimenten, und samt und sonders von allen Büchern. Dass die Kunde ein blosses Mittel zur Einsicht sei, an sich aber wenig, oder keinen Wert habe, fällt ihnen nicht ein, ist hingegen die Denkungsart, welche den philosophischen Kopf charakterisiert. Bei der imposanten Gelehrsamkeit jener Vielwisser sage ich mir bisweilen: O, wie wenig muss doch einer zu denken gehabt haben, damit er so viel hat lesen können! Sogar wenn vom ältern Plinius berichtet wird, dass er beständig las, oder sich vorlesen liess, bei Tische, auf Reisen, im Bade, so drängt sich mir die Frage auf, ob denn der Mann so grossen Mangel an eigenen Gedanken gehabt habe, dass ihm ohne Unterlass fremde eingeflösst werden mussten.

TRANSLATED BY "BEETLE"

Seeing the many and manifold institutions for teaching and learning and so great a throng of scholars and masters, one might suppose that the human race concerned itself very profoundly indeed about wisdom and truth. But here, too, appearances are deceptive. The teachers teach for the sake of earning money, and strive not after wisdom but after the semblance and repute of it; and the learners learn, not in order to attain to knowledge and insight, but in order to be able to chatter and give themselves airs. Every thirty years, in fact, a new generation of this kind makes its appearance, would-be know-alls, totally ignorant and proposing to devour summarily, in all haste, the fruits of human knowledge accumulated through the ages, and so to be cleverer than all their predecessors. With this aim they attend universities and seize hold of books—the very latest books, to be sure, as being their contemporaries and coevals. Everything brief and new, as new as themselves. Then out they come with their opinions about it all.

I have not even taken into account here those studies which are frankly pursued for the sake of a livelihood.

Learners and learned of every sort and of every age are as a rule only out for knowledge, not for insight. They make it their ambition to know about everything, about all rocks, or plants, or battles, or experiments, and—one and all of them—about all books. That knowledge is merely a means to insight, having in itself little or no value, does not occur to them; it is, on the other hand, the attitude of mind which characterizes the philosophic thinker. In presence of the imposing erudition of these wiseacres I say to myself sometimes: O how little must So-and-so have had to think, to have been able to read so much. Even when it is related of the elder Pliny that he read, or made some one read aloud to him, incessantly, at table, when travelling, in his bath—the question forces itself upon me: was the man so wanting in thoughts of his own that he had to have other people's constantly pumped into him?

The excellence of this month's versions compelled us to adopt a slightly different classification. Class I (*a*) contains versions without any real error, (*b*) from half a mark off to one whole. Class II embraces from one and a half to four, Class III from five onward, or rather downward.

The greatest difficulty was apparently *Studierende und Studierte*, "Superannuated" has *students and things studied*; "Brightonian" *students and studies of every kind*; "M. P-W." *students and writers*; and "L. O. E. R." *men and women students*. "Atossa" says *educands and the educated*, which is correct but heavy.

Another stumbling-block was *Kuck-in-die-Welt* which afforded a wonderful opportunity for invention. We liked "Superannuated's" *new-hatched chick* and "M. J. A's" *fledglings*, but were not attracted by the general rendering *Jack in the box*, this is not the true meaning, because the suggestion is that the person is looking at the world for the first time, but not that he intends immediately to withdraw again. "M. P-W." has the surprising rendering *flash in the pan*, and "R. A. D." the still more surprising *miching Mallecho*. "Atossa" pleased us greatly with the graceful play upon words *Everything, mark you, short and fresh, just as they are "freshers" themselves*. We were a little surprised at the widely-read "Yendu" calling him a *Peeping-Tom*, which implies the peep was forbidden.

"Yendu" and "M. P-W." both transposed *jene und diese*; when translating literally as *the former and the latter* it is essential to check the positions carefully.

"Superannuated" sent in an outstanding piece of work. A pity that it had a few blemishes such as *the millenium* for *die Jahrtausende* and *inconsequently* for *darauflos*.

"M. P-W." and "Dante" both let their young students *gossip*, and although the verb *schwätzen* can be used in this sense, it was not so here, being too specific. "Dante" also *snatches the books of his contemporaries, even the newest*, and joins "Martin" in rendering *darauflos* literally as *upon them*. "Martin" also translates *ist hingegen die Denkungsart* as *That is contrary to the habit of mind. . . .* "Signy" followed him with *that on the contrary the turn of mind*. A very little added care would have put these renderings right.

"Itzehoe" disappointed us because she is capable of far better work. A prose passage should never be translated once only, as hers doubtless was. The first draft is from German into English, and the next from the first rough draft into a more polished form. There is internal evidence that many of our clever readers do their versions at one sitting. They would find it far easier to turn out a passage of good nervous English if they would do their rough draft and then put off the polishing for another day. And it is a good plan to refrain from glancing at the original German when doing the final polishing. The better a language is known, the greater the difficulty in getting quite clear of the flavour of it.

"Eleanor" and "Taube," and indeed several writers in Class III, must brush up their German. We think the great thing is to read much. Not necessarily to translate or to study consciously, but read until the meaning passes straight into the mind without any direct consciousness of the words read.

(*Continued on page* 208)

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We were much pleased with " R. E's " appreciative letter, and compliment her on her high position.

" Signy " was kind enough to relieve our task with the following note: " Those annoying wordlets " so," " ja," " gar," &c., remind me of a story (chestnutish, perhaps) of a Greek scholar who lived in rooms in an alley, at the entrance of which there were two lamps which he called " men " and " de " because, as he explained, they shed so little light on the passage." " Signy " has also pounced on the following passage in a book-notice in the March *Journal*, which forms an amusing coincidence:

" The world is largely populated by dreadful creatures with minds like lumber-rooms, filled with other people's goods "—is an example of the challenging statements found in every chapter. Good books, really helpful, on the art of writing, are rare; but this is one of them.

It was most careless of us to miss " Auburn " out of the classification last month. He figured clearly in our rough draft, fourth in Class I, after " Catulus."

A Prize of Two Guineas is offered for the best translation of the following passage from " Le Six Octobre," by Jules Romains. (Paris: Flammarion.)

Heureux l'enfant de Paris qui court le long de la rue tranquille. Il voit le ciel et la fumée. Le ciel, encore bleu et ensoleillé, dit pourtant que la nuit approche. Il s'appuie aux toits des hangars, et il vient ainsi tout près de vous. Mais du côté de la fumée, il est glorieux, profond, lointain. Ciel très cher, toujours cherché par les yeux, retrouvé de temps en temps, et qui ressemble ce soir à l'idée de l'avenir. Il ne promet rien, mais il contient on ne sait comment toutes sortes de promesses que le coeur d'un enfant de Paris devine. Il lui rappelle certains bonheurs vagues et tenaces qu'il a eus quand il était encore plus petit, encore plus enfant, et qui sont déjà sa mémoire, pendant qu'il court derrière le cerceau, déjà son passé à lui, incomparable et secret. Comme la fumée est belle! Une suite bien régulière de gonflements qui s'enroulent puis s'étalent. Quelque chose comme les nuages magnifiques de l'été, mais avec une volonté, une direction, un souffle; avec l'impression d'une source, et cette cheminée qu'on voit sortir de la ville: comme si la source de nuages, naissant des profondeurs de Paris, était portée là-haut dans le ciel.

Parfois le cerceau prend un élan, se sauve. La pointe du bâton le poursuit, sans parvenir à le toucher. Et il s'incline légèrement, il vire. Il se comporte tout à fait à la façon des bêtes dont la fuite n'est pas longtemps raisonnable. Il faut savoir le rattraper sans trop d'impatience. Sinon, on risque de l'envoyer contre un mur, ou de le coucher à terre. Quand le moment vient de descendre la bordure du trottoir, c'est un plaisir que d'attendre, que de surveiller le petit bond du cerceau. On se dit qu'on a bien affaire à une bête, fine et nerveuse.

Initials, or a nom de guerre, *must be adopted by* ALL *competitors, but the prize-winners, and the competitors awarded the second place, will be required to send real names for publication if necessary.*

No competitor will be awarded a prize more than ONCE *during a given year, though the name of the competitor gaining first place will be published each month.*

All entries for this month's competition, which must be accompanied by the coupon printed on page 190, *must reach the office by the first post on May* 1, 1935, *addressed* " PRIZE EDITOR," The Journal of Education, *Three Ludgate Broadway, London, E.C.* 4.

Prize Essay Competition

ENGLISH COMPOSITION

THIS competition was signalized by its record number of entrants and by the high standard of the work submitted; there have been some better essays in the past, but perhaps never a more satisfactory average of attainment. Some of the essays on this occasion were indeed short, but even so the composition was good. In some outward respects the work might have been improved. The pages of manuscript were not always securely fastened together, and when loose might have gone astray. A good fastening is a piece of string inserted through a hole pierced at the top left-hand corner, with sufficient " rope " to let the pages be turned over easily. Some candidates left no margin, while others wrote on both sides of the page. The penmanship was usually, but not invariably, good; indeed, some of even the best essays were hard to decipher. While vocabulary generally was accurate, there were occasional mistakes. There were too many misspellings.

Merit was evident in both Junior and Senior sections, and repeated perusal was required before a decision as to prizes could be arrived at. The subjects, as usual, were extremely varied. A few notes on the best efforts in both sections may be of use to present and future candidates.

Junior Section.—A German candidate wrote enthusiastically of her national hero, Hindenburg. A first fall of snow, and a careful delineation of the ever-changing moods of the sky, were good specimens of descriptive writing. Ghostly diablerie characterized a weird and original essay on " Trees "; and to the same class of themes, a cleverly humorous conception was met with in " The Thieving Ghost." Hobbies were well represented in a careful essay on stamp-collecting; and near akin to that was the El Dorado a child found in her collection of her favourite books, ranging from *The Pilgrim's Progress* to the works of H. V. Morton. " The Autobiography of a Milk-bottle " gave ingenious, humorous, and not too far-fetched incidents (disbelief being suspended for the nonce) in a brief career. To the writer of this essay was awarded the second prize. But considered judgment placed first amongst the Junior candidates the writer on " Three Representative Pictures of Holland." Many a Senior might envy this girl of 13 her almost matured appreciation of pictures, in which she saw " intensity of expression, power of colouring, unity of conception," and the simplicity that was their key-note.

Senior Section.—In essays of a purely descriptive character an outstanding one traced the course of a Yorkshire stream from its pure upper waters till their pollution in passing through villages and industrial centres. Another was a delicate picture of an old Swiss chateau, whose pathetic walls and romantic surroundings conjured up scenes of bygone days. A storm at sea was delineated with vigour and marked ability in the use of technical terms of yacht-manship. " A Scarecrow " had many clever and humorous touches. Characterization was well represented by the thoughts and feelings of one who, after years of imprisonment, was at last set free; by others in the person of a Shaw play, and by those in a marvellous cinema picture. Comparison was combined with characterization in discriminating between the qualities of Bottom, Touchstone, and Falstaff as fools. A very good essay discussed with unusual insight a number of Hardy's characters who were greater in essence than their stations in life would suggest. " The Silence of Growth " in man and nature was a most thoughtful production and stood high in a different class. " The Supernatural in Poetry " was dwelt on with true insight, but was somewhat limited in scope to the writings of three authors. " The Book of Job " as illustrative of the unchanging East was an admirable study taken of a great work from an unusual angle. " Why Read Shakespeare? " was an excellent résumé of his infinite variety. That essay was placed second in order of merit. But perhaps the finest effort in a rich collection was the essay on " The Lands of Heart's Desire "; and to it was assigned the first place in the Senior section.

The essays of candidates in both Junior and Senior sections who have been placed in Classes B and C, though less successful than those in A, had many distinct merits. Their writers showed considerable knowledge of, and undoubted interest in, the themes they chose; and their essays were indicative of the sound work done in their

(*Continued on page* 212)

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respective schools. One noted in the writers an increasing tendency to read and judge for themselves.

In the following classification all names, except those of the prize-winners, are placed in alphabetical order.

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The Education Estimates

The year 1934–5 has been generally regarded as a year of almost complete recovery in the industrial and economic life of the Nation. It was confidently expected therefore, that the civil estimates for the coming year would mark the beginnings of a new advance in social legislation, and not least in the provision made for education. The estimates have now been issued and they show that those expectations were premature and that on the whole we are standing still and not advancing.

The main features of the education estimates can be rapidly summarized. Their total is £44,556,787, representing an increase of nearly a million pounds (£949,769) on the estimates for 1934–5. As is pointed out in the explanatory Memorandum,* however, the real increase is £112,769, the balance being necessitated by the remission, as from July, 1934, of half the 10 per cent reduction in teachers' salaries. Most of this relatively minute increase is due to increased grants for special services such as the provision of meals for necessitous children. There is a decrease of £129,000 in the estimates for elementary education, but this is due to the decrease in average attendance in the elementary schools. This decrease is offset by an increased grant for higher education amounting to £151,000. The detailed figures for higher education will repay careful study. For secondary education, a total of £7,700,000 is estimated, and for technical education £4,350,000; the relative proportions of these two items will probably surprise those who have been loudly declaiming against the inadequate provision for technical education. Loan charges are slightly increased at £1,780,000, but the remaining items do not call for comment.

A significant paragraph in the Memorandum states

* Memorandum on the Board of Education Estimates, 1935 Cmd. 4824. 6d. net.

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that the total amount for higher education for 1935 would have been "about £425,000 more but for the anticipated increase in fee revenue in secondary and technical schools, and for the effect of a revision of local education authorities' arrangements for the award of maintenance allowances." The meaning of this paragraph is that but for the way in which the pockets of lower middle class parents were raided by the imposition of the special places regulations there would have been less money available for secondary education. The increase, slight as it is, does not therefore reflect credit on the generosity of the Government, but on the astuteness of the device whereby the abolition of the old free place system, heralded by the Board's apologists as opening a new epoch in which the poorer child would have still greater opportunities, has proved to be a camouflaged plan for securing greater economy at the expense of parents.

The estimates show that the number of pupils in elementary schools continues to fall, despite the higher post-War leaving age (the attendance was 5,381,479 in 1913–14 and 4,765,000 in 1934–5). The number of children in secondary schools shows a notable increase (349,141 in 1924 and 467,217 in 1934), and we have evidence here of the effect of the smaller family, which in the long run makes for quality rather than quantity, and disposes parents to provide the best available education for their children. It is unfortunate, therefore, that the provision for new capital expenditure is still restricted. The total proposed for 1935 is £3,250,000, of which only £640,000 is allotted to secondary and technical education. When one recalls the crowded condition of so many secondary schools, the makeshifts that have to be employed in some cases—in the form of old army huts and sheds—and realizes the inadequacy of the provision for physical education—gymnasiums and playing fields—we are bound to express our disappointment at the smallness of the amount allotted. In that direction—in the failure to make adequate provision for new buildings—the first notable deficiency of the estimates can be observed. Capital expenditure of this kind is not only urgently needed but socially and economically beneficial, and the failure to extend it at a time when money is so abnormally cheap is sorely disappointing.

The second weakness of these estimates is that they do not provide for the anticipated raising of the school-leaving age. This may be due to the fact that such provision will need a supplementary estimate—we hope so, anyway. The third weakness is not to be explained away so easily. We refer to the failure to reduce the size of classes. One would have thought that advantage would have been taken of the reduction in the average attendance at the primary schools to effect a decrease in the number of large classes. It is deplorable, therefore, to realize that the estimates show a reduction in the number of teachers while there are still over 6,000 classes with more than fifty on the register.

Two final points require consideration. One is the fact that the estimates make no mention of the remission of the remaining 5 per cent reduction in teachers' salaries; it is to be hoped that this is to be provided for shortly in a supplementary estimate and teachers will anticipate this with some confidence. The other point is that the education estimates cut a poor figure in comparison with those published simultaneously for the Services. The continued existence of considerable unemployment, the need for greater skill to meet the complex needs of modern industry, the necessity for training in the right use of leisure, are all factors that demand a much more generous provision for education than that to which we have hitherto been accustomed. At such a time, an increase of barely £100,000 in a total of £44,000,000 will, to put it mildly, not justify us in heaping embarrassing compliments on the Government. We note that the defence estimates have gone up by £10,500,000. It is scarcely credible that the State should be prepared to supply a total of £60,000,000 for the Navy alone, while stinting its children at school. Let any cool observer consider that on our armed forces we propose to spend a total of £126,000,000 while we budget for only a third of that amount for the schools. He will probably agree that the contrast is a striking and gloomy one, and that it is a matter for apprehension and not congratulation.

Occasional Notes

Mr. Ramsbotham and the Press.

MR. RAMSBOTHAM deserves the thanks of all educationists for his recent remarks about the sensational Press. Speaking at Grimsby, he said that about 170,000 teachers in elementary schools educate some 5,000,000 school children for about forty weeks in the year. Every day twice that number of adults obtain their instruction from a few immensely wealthy newspaper owners. Going on to speak of the kind of matter served up by sensational newspapers, he directed attention to "headlines and columns about some sordid domestic quarrel; details of somebody's insignificant and squalid private life; . . . gossip of the silly trivialities and puerile extravagances of social climbers, and the blatant idiocies of film stars and racing motorists; denunciation of public men whose opinions are distasteful to the proprietor, and suppression or distortion of their opinions, . . . and on the Sabbath day they can acquire from certain Sunday papers the quintessence of all the garbage that mankind has produced during the preceding week." These words are by no means too strong. Public taste has been so debased by certain papers that their readers are scarcely capable of appreciating anything better, with the result that human progress is being delayed. We know that in some schools efforts are made to foster a right judgment in these things, and we agree with Mr. Ramsbotham that teachers can equip the children with the weapon of discrimination. And we wish that those parents who, often through thoughtlessness, buy these papers, would take this grave warning to heart.

The Jubilee Holiday.

THE memorandum issued by the Board of Education regarding the Jubilee arrangements has provoked a good deal of adverse criticism. After stating that the King has expressed a desire that all schools should in some appropriate manner share in the celebrations, it goes on to say that His Majesty wishes the particular form in which this should be done to be left to the discretion of the responsible school authorities, but in many cases it will probably be found that the most

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convenient way of associating the schools with the Jubilee celebrations would be by the grant of some extra holiday. Most people, and certainly all school children, would interpret the word "extra" as meaning something additional to the ordinary public holiday which will take place on May 6. But the final paragraph of the memorandum reads: "In the case of day schools, Monday, May 6, will generally be found the most suitable date; in the case of boarding schools special arrangements will no doubt be made to suit each particular case." This singularly inept pronouncement appears to call for amendment. Already some authorities have indicated that they will give more than one day, and, although we are accustomed to the exercise of economy by the Board, we trust that in this instance they will not cause school children to feel that they are being put off with a holiday that is in no sense "extra," but which they would have had anyhow.

The Coming Budget.

THE serious increase in the Army, Navy, and Air estimates has led some people to suppose that teachers and other "cut" classes might look in vain for final relaxation of the extra burdens they have been bearing since 1931. But a steady contemplation of the position scarcely warrants this pessimism. We note that the *Daily Telegraph*, while it admits that Mr. Chamberlain will face a stiff problem in his Budget —an increase of £21,000,000 on the 1934 figures—and points out that taxation reliefs are out of the question, yet states that the Chancellor of the Exchequer is credited with a strong desire to find sufficient money to restore the other half of the cuts in the salaries and wages of public servants. He should certainly do so. It is not our business either to attack or to defend the increase in the estimates. But on one point of principle there should be no room for doubt. No particular section of the community, *e.g.* the teaching profession, should be called upon to bear extra burdens that ought to be shared by all. That is why we objected to the cuts in the first instance—they were special and peculiar burdens imposed on the top of ordinary taxation. We trust that they will be removed forthwith. Their continuance up to now has brought much odium on the Government, and they cannot be further justified from any point of view.

Mobility of Teachers.

IT is well known that certain education authorities are in the habit of restricting first appointments at any rate to those who have been locally trained. Another example of this occurred recently, when the Edinburgh Education Committee decided that applications for the new prospective list of fifty women teachers should be confined to residents in the City. It was stated at the meeting that this kind of thing is happening all over Scotland, and it is certainly not peculiar to that country. We cannot believe that this policy is really conducive to the highest efficiency. That freshness of outlook, for example, that teachers from other areas might introduce, is prevented from coming into play, in the supposed interests of local teachers. We are aware that teachers' associations sometimes favour this kind of thing. Quite recently (in a slightly different connexion) the London County Council Education Committee was asked to set up a panel from which headmasters of secondary schools should be selected. The request was not granted, we are glad to note. There should, of course, be due facilities for promotion in a given area, but efficiency is not best secured by confining applications to a limited section. And most teachers probably agree with this when they consider it carefully.

The Homework Inquiry:

IT is common knowledge that the Board of Education is now conducting, through its Inspectors, an inquiry into the subject of homework in secondary schools. The aim of the inquiry is to establish whether the homework allotted is reasonable in amount and whether it has any ill-effects on the health of the pupils and also presumably whether any methods can be devised which will reduce excessive homework to a reasonable limit. The information received is being collated, with a view to the publication of a pamphlet to be circulated to local education authorities and governing bodies, and it is to be hoped, therefore, that particular care will be taken to ensure that correct information is obtained. This can only be assured by seeing that data is procured not only from headmasters, but also from the more unimaginative pupils and from those of the assistant staff who set the work. It would, for example, not be a sufficient inquiry if an Inspector merely asked pupils for information and did not check it by reference to the staff. We do not, however, wish to suggest that the inquiry will be of limited value: in our view it is probably overdue. The excessive competition induced by present-day standards and the undue importance attached to examinations, have created a vicious circle in which staff, pupils, and parents are caught.

Some Suggested Reforms.

IT has been suggested in some quarters that homework should be done in school hours by an arrangement for preparation at the end of afternoon school, and this plan has much to commend it, particularly if the pupil can talk over difficulties in his homework with the subject-master responsible. But it must not be forgotten that such a plan entrenches on the legitimate free time of the staff, and extends the number of hours in which a school is in session. Moreover, there are many who advocate the setting of tasks to be done at home on the ground that this practice develops self-reliance on the part of the pupil, enables him to revise the day's work when out of school, and also brings the school into more intimate relation with the home. Hence the arrangement in vogue at Keighley, Windermere, Keswick, and some schools in London and Lancashire, whereby "prep." replaces homework, will need to be viewed impartially and not with uncritical enthusiasm. If, however, its educational value is proved, and if it can be shown to benefit the health of pupils who might otherwise be overburdened with home tasks, the Board may have to consider the desirability of a more generous staffing scale to cope with the extended hours necessitated by the extra "prep." periods.

Government of Oxford University.

MORE discussion! In a world harassed by overmuch discussion, the appeal for more discussion by the retiring Proctor at Oxford, Dr. G. D. Parkes, may appear strange. A statute recently passed has for its object to make Congregation a place of more lively and living discussion, replacing a state of permanent acquiescence "interrupted only by very

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occasional spasms of rejection." Those who refrain from attending meetings of Congregation to discuss questions of university politics are ringing the death-knell of the democratic constitution of the University, one of its chief glories. Only this term, Dr. Parkes said, a very important change affecting University investments was expounded to a House in which all those present, except one reporter, were members of Council. It is curious, nevertheless, to hear a Proctor animadverting on "this insidious spirit of agreement, this decline of verbal and argumentative battle"! For the rest, the Proctor's report on University progress was gratifying. Notably, the Oxford Society has gained 1,000 new members in the last seven months—convincing evidence of the affection of old students for their *alma mater*.

University of London New Building.

RAPID progress is being made with the building of the new University of London headquarters on the Bloomsbury site behind the British Museum, the building of the part adjacent to the Museum having already reached the third floor. As to the later development of the northern part of the site, revised plans were exhibited at a meeting of the Holborn Borough Council, when the question of Torrington Square was brought before the Council. Instead of the straight frontage facing Malet Street, a crenulated design of the façade is proposed, letting in floods of sunlight. This is without question an improvement, though the solidity of the original design, which the King said looked like a battleship, has now disappeared. But it is difficult to express a final opinion on the new design until the purposes for which the new buildings will be used are announced. Functionalism may be an overworked word in architecture, but it still has significance, especially in university architecture. The administrative block will be completed by the summer of 1936.

Sir Philip Magnus.

MR. HERBERT WARD, Dean of the College of Preceptors, delivered a memorial lecture at the College on "Sir Philip Magnus: his work for Education." Sir Philip presided over the College for many years until his death at an advanced age. His principal life-work was in the domain of technical education, as *éclaireur* of a great progressive movement whose chief victories were gained while Magnus was still a young man. Sir Ernest Graham-Little, one of Magnus's successors in the representation of the University of London in Parliament, appropriately presided, and, as Chairman of the Council for External Students, referred to a new development of the work of the University, under which some of its examinations are to be held in New York. Remarkable that a citizen of the United States may become a graduate of the University of London without crossing the estranging sea. We hope the Americans will encounter no special difficulty in answering the examiners' questions on such subjects as the American Revolution.

University of Durham:

WE publish elsewhere in this issue a brief article summarizing the recommendations of Lord Moyne's Commission on the University of Durham. At the time of the appointment of the Royal Commission, we expressed the view that wider terms of reference should have been given, since there are many urgent university problems demanding consideration, shared in common by Durham and other universities—financial and statistical questions, and the relations of the universities to central and local government, to affiliated colleges, to the professions, to our Dominions, Colonies, and foreign countries. Some of these questions are dealt with by the Durham Commission in a local sense. Oxford, Cambridge, and London Universities have all been under the harrow of Royal Commissions since the War; but development of these and other universities has been so rapid that many new problems have already arisen. There is always the danger that methods adopted of dealing with a local problem may be used as precedents in cases in which the conditions are not comparable.

Higher Education in Cities.

IN several of our great cities, large and well-organized technical colleges are in existence, founded during the second half of the nineteenth century as the result of a wave of enthusiasm for technical education. When the question of providing higher literary education arises for our future teachers and other students, difficult adjustments have to be made. At Newcastle-on-Tyne, the College of Physical Science has expanded into the more comprehensive Armstrong College; but a Medical College has existed in this City for more than a century. Amalgamation of this College with Armstrong College is recommended by the Royal Commission, to form a University College as one of two divisions of the University of Durham. The educational world will await with interest the solution of this vexed question, both for its local interest and for its wider repercussions. A slight adaptation of Matthew Arnold's "Organize your secondary education" is applicable to the field of higher education, especially in our great cities. The question of establishing residential colleges in the country is also becoming urgent.

University Representation.

THE *Spectator* has published a leading article attacking university representation in Parliament, moved thereto by the by-elections in the Universities of Oxford and Cambridge. Threatened men live long. University representation has precariously survived many similar attacks, in and out of Parliament, both Liberal and Labour parties having declared their disbelief in this form of representation. In a letter to the *Spectator*, Mr. T. Ll. Humberstone emphasizes the need for securing the representation in Parliament of such vital interests as education, public health, and scientific research, and claims that the representation of universities has sent to the House of Commons many distinguished men, including Newton, Gladstone, Lowe, and Lubbock. Of these, Robert Lowe, the first representative of the University of London, satisfies every test for independence of thought and action, though owing to his policy of "payment by results" in elementary schools, his name is not revered in educational circles. Gladstone lost his seat for Oxford, and later on his office of Prime Minister through championing the cause of university education in Ireland. It ill becomes Labour members who have secured their seats in Parliament through their trade unions to attack university representation, the university being in its origin a union for mutual protection.

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THE Carnegie Endowment for International Peace, whose Report for 1934 has been published, recognizes through its division of Intercourse and Education, over which President Murray Butler presides, that schools and colleges and other educational activities can contribute usefully to its great objective. Each year the Endowment is represented both in the United States and abroad by distinguished scholars, who, by formal lectures and informal conferences, promote that "interchange of ideas which contributes so greatly to the cause of international understanding." Dr. Arthur M. Schlesinger, of Harvard, visited Edinburgh University in the spring of last year. Wireless and libraries have been called in aid to promote the objects of the Endowment; and international relations clubs have been formed in colleges and universities. In Europe, the work of the Endowment is focussed in Paris, at the Centre Européen, with reading and lecture rooms, a quarterly review, and a *Chaire Carnegie* in the university. Every agency working for international peace should be encouraged. Without this help, the average man is baffled and appalled by the number and complexity of the unsolved problems of international politics.

International Peace.

THE action of the London County Council in discouraging cadet corps in secondary schools comes at a time when Parliament is pre-occupied with questions of national defence. Cadet corps may not offer a serious contribution to national defence, but they inculcate discipline and self-reliance, and, not less important, introduce boys to open-air life and strenuous exercise in camps. The boy scout movement serves much the same purposes without being open to the charge of inculcating militarism. It is an arguable question, however, whether the Officers Training Corps or the Cadet Corps have much effect in this direction. Often, as evidence shows, their effect is exactly opposite. Whoever, in these disquietening days, takes any action which may discourage the youth of the country in preparing for national defence is accepting a grave responsibility. Owing to the small number of secondary schools for boys with cadet corps controlled by the London County Council, their recent action is not much more than a gesture.

Cadet Corps.

INDUSTRIAL depression in South Wales appears to have achieved something which many conferences, extending over the last twenty years, have failed to do: an advisory Council for techincal education in South Wales and Monmouthshire has been set up to develop co-ordination between local education authorities and provide skilled knowledge and leadership in industrial, commercial, and agricultural matters. As this Council is to have a permanent staff with headquarters at Cardiff, this development, in conjunction with the building of new government offices in Cardiff, may well prove to be the first step towards a measure of self-government in education for Wales, with a Secretary for Wales having an office in that City. The question of representation on the Council has been settled most satisfactorily. A much smaller body than was originally proposed has been decided on, and yet a reasonable balance has been maintained between local education authorities, university, technical, teaching, and commercial interests.

Technical Education in South Wales:

THE Council is not armed with executive power; its functions are purely deliberative and advisory. It will first set out to review the existing provision of agricultural, commercial, and technical training throughout the area, and—a point of great importance and interest—will include in this review training for artistic and cultural occupations. A careful survey having been made of existing organizations and training institutions, an endeavour will be made to remove all redundancy and overlapping, to secure the concentration—and most efficient and economical co-ordination—of equipment and training power, and to advise on the training and supply of teachers and leaders for all forms of education, including those forms for which there is no provision at present. A wide and important field of work for the Council lies in co-ordination between authorities in the fixing of fees and in the provision of scholarships and other forms of financial assistance for students. The Council may also, ultimately, be able to give great assistance in the adjustment of supply to demand in the personnel of industry and commerce. If it can bring about the establishment of new industries in South Wales, it will, indeed, have done a great work.

The Work of the Council

SO much has been said and written of Welsh musical festivals that the development of another type of festival in Wales has been overlooked. The annual Welsh Book Festival has been fostered by a number of influences—the National Library of Wales, the Cardiff City Library, the Welsh Department of the Board of Education, and others. This year the sixth of such festivals has been held in Cardiff. The theme, on this occasion, is "The Arts in Wales:" the exhibits consist of manuscripts, books, pictures, and musical instruments, and are intended to give a comprehensive idea of the foundations of national Welsh culture and various phases in its development since man first expressed himself in the crudest forms of writing. Side by side with old Welsh musical instruments, now quite obsolete and almost entirely forgotten, there are musical manuscripts and portraits of musicians of the time. There are, too, most interesting and beautiful examples of the decorative arts of the early Celts; illuminated manuscripts, such as the Book of Kells and the Book of Chad, give some indication of an early culture of which all too little is known. Not far from the exhibition stands the Welsh National Museum—one of a group of public buildings said to be almost unequalled in the world. The importance and benefits of such exhibitions or festivals to Welsh education and culture must surely be profound, for they must arouse in Young Wales the quiet and helpful confidence which comes from pride in tradition and lineage.

The Welsh Book Festival.

MUCH has been written of the voluntary work of the Society of Friends, the Welsh Council of Social Service, and the Salvation Army, in seeking to maintain the morale of thousands of young men and women who leave the excellent schools of Wales—elementary and secondary—only to find themselves in the stagnant pools of unemployment. A word of praise should, in justice, be given to the excellent training system which is being built up in the various instruction centres set up by the Ministry of Labour

Unemployed Training Centres in South Wales.

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in South Wales. As these young unemployed come from surroundings which even in the hey-day of industrial prosperity were almost entirely devoid of beauty and amenities, it is worthy of note that the Ministry is setting up these Centres in some of the most beautiful parts of rural Wales. Here not only will physical and mental health be restored, but the outlook will be toned up and a high percentage of the trainees will learn to recognize something of the charm of quiet and of the delight of learning to entertain oneself. Food is of excellent quality and quantity, and accommodation is simple but sufficient in the prime necessities of space, warmth, sunshine, and ventilation. The training given is, of course, quite definitely technical and vocational in character, as it is intended to equip each young person with at least one trade in which he is a real craftsman. At the same time, the trainees are quietly led on to culture and educative interests, specially those which are co-operative in character. Physical training and games are provided for and encouraged, as is also wise spending through the provision of a modest sum for pocket money each week. This sort of training does not, of course, always secure or guarantee employment, but it must lead to a widespread strengthening of the moral and physical fibre of youth faced by circumstances of unparalleled depression.

Scotland and the Leaving Age.

EDUCATION authorities in Scotland have been much less ready than the English authorities to admit the need for raising the age, but things are beginning to move now, and already two of the most advanced of the education committees have unanimously approved the step. Fife, as usual, leads the way. In moving approval, Bailie Westwood, Kirkcaldy, said they wished to get some kind of decision on a question which was exercising the minds of all men and women, irrespective of political party or creed. His appeal was solely on educational grounds, but from the point of view of unemployment there ought to be a raising of the school age in Britain. Under the law of Scotland, the leaving age was 15 already, although the appointed day had not yet been fixed. The case for raising was beyond argument. With the extension of the franchise—they must have a still better educated democracy. The time for raising the age was overdue, and there was now an almost universal desire for it. In Clackmannanshire a similar motion was approved by a large majority. The Chairman of the Education Committee, Mr. Atherton Gray, who submitted the motion, pointed out that in Clackmannanshire the machinery was ready and the extra year would fit nicely into it. This was due to the foresight of those educationists who had gone before. The Earl of Mar and Kellie, Chairman of the County Council, confessed that if he had left school at 14 he would have been illiterate to-day. He had some doubts as to the effect the change would have on expenditure, but he was inclined to support the resolution.

Scottish Teachers and Clerical Work.

COMPLAINTS have been numerous of late about the ever-growing volume of clerical work that devolves on teachers in the public schools. At a recent meeting of a school management committee in the east of Perthshire, one of the local headmasters directed attention to the increasing number of forms he was called on to fill up—forms about free books, about boots, about milk, &c. The matter was becoming serious, and was interfering with the ordinary duties of the schoolmaster. In order to discharge his clerical duties he had to take more and more time from his professional work. The rector of one of the secondary schools pointed out that he had been obliged to direct the attention of the County Director to the inordinate amount of time, both in and out of school hours, that had to be found for these things. The School Management Committee evidently felt the matter was serious enough, for if agreed to send a protest to the Education Committee asking for a simplification of the clerical work required. A reference to the same question was made at a meeting of the Rhinns of Galloway branch of the National Savings Association by Mr. Stewart Mackintosh, Director of Education for the County of Wigtownshire. This widening of the teacher's functions, he thought, might go too far, and even if the cause was a good one, such extras required careful handling in order not to put out of focus the main purpose of his work. The schools were becoming more and more the centre of community life. The teacher had ever-increasing demands made on his time, both in and out of school hours, and he did not see where it was all going to end. On the whole he thought it was all to the good, but was there not a danger that we might be overdoing it?

"Teachers and World Peace."

THE League of Nations Union has just issued a new and enlarged edition of its pamphlet entitled "Teachers and World Peace," containing a succinct account of the origins, organization, purpose, and achievements of the League. The pamphlet conveys a large amount of information in a convenient form, and is fertile in suggestions for the consideration of teachers. And it may be said to those persons who are disappointed with the actual achievements of the League, that they will find here a plain statement of what the League has done, and an account of the obstacles encountered in recent years. We are aware that there has been some hesitancy, especially in boys' secondary schools, in introducing the subject of the League at all, on the ground that it is a political matter. But it has never been a matter of party politics, and its origin and organization are now part of recent history, and can at the least be treated as such. We observe that the Board of Education, the chief education authorities in England, Wales, Scotland, and Northern Ireland, and all the leading associations of teachers, are now of one mind on the main issue, that children and young people should learn something of the origin and aims of the League.

The Prince of Wales's Jubilee Fund:

AT a meeting representative of civic authorities from all parts of Great Britain and Northern Ireland, the Prince inaugurated a National Thankoffering Fund to be called King George's Jubilee Trust. It is to be used to assist those juvenile organizations whose worth has been proved, and it will therefore be devoted to the welfare of the younger generation. In his speech, the Prince expressed his concern for boys and girls who have left school at 14 and who up to the age of 18 will need guidance in the right use of leisure and in the development of self-discipline, needs that are now most important owing to the extent of juvenile employment. The Trust will enable juvenile organizations to

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supplement their work in these directions, and will, for example, provide for the extension of camping, hobbies, organized games, youth hostels, healthy holidays and clubs for boys and girls. The appeal was cordially welcomed and the Fund has received an excellent send-off in the princely donation of £25,000 by the Mercers' Company. May we look to Parliament to supplement the work of this great Trust by raising the school-leaving age and thus securing that for another year at least every boy and girl can secure the benefits of training and recreation through our schools?

EMPHASIS has been lent to the Prince's appeal by the concurrent report of the Inspector of Police Forces for the Western Area, who has remarked on the increasing amount of juvenile crime.

Youth and Crime.

In one large town in his area, he finds that 31 per cent of the indictable offences were cases of children under 16. This is an appallingly high percentage, and he attributes it to parental neglect, want of discipline, and unemployment. Clearly, any measures that will remedy the lack of parental control should be instantly taken and the Jubilee Trust will do effective work. But its work will be still more effective if by such measures as a higher school-leaving age the amount of juvenile unemployment is kept as low as possible. We might emphasize, too, that the juvenile instruction centres, so sturdily advocated in Mr. Valentine Bell's recent report, can play a considerable part in counteracting the evil effects of juvenile unemployment. Those who know what the best of these centres are doing in this direction will hope that they will be more fully supported by local education authorities than they are at present, when they are catering for only about 27,000 out of 140,000 unemployed juveniles.

DR. NICHOLAS MURRAY BUTLER, the distinguished President of Columbia University, who is paying a visit to Europe, was kind enough to grant an interview recently to a representative of the *Observer*, in the course of which he gave his views on Anglo-American co-operation. He thinks that the relations between the American people and ourselves have always been better than they have been supposed to be. The happenings of the past decade have worked out a situation in which the thought as well as the fundamental interests of the American people and those of the British Commonwealth of Nations have been unified with extraordinary rapidity. The outstanding fact since the War has been the incapacity of governments to deal helpfully and constructively with the moral, economic, and political problems which the War left behind—hence such movements as we see in Russia, in Germany, in Italy, and in Japan. The historic principles of civil, economic, and political liberty, which are the foundations of the government and social order of all the English-speaking peoples, are now confined to the latter, together with France, Switzerland, Belgium, Holland, and the Scandinavian countries. We must be alive to the character of the attacks on the foundations of our civilization. If we are not competent to solve the world's problems in the terms of liberty, then we may have to give way to those who will attempt to solve them under some form of despotism. We fully agree with Dr. Butler, and endorse his conclusion that there can be no possible ground for difference between any of the English-speaking peoples which rise above the insignificant when compared with this mighty and constructive task.

America and Britain.

THE announcement that the London County Council is to draw a greater proportion of its staff from the universities has been received with considerable interest. We are glad to note that the proposals received the support of both parties and were adopted unanimously. Mr. Herbert Morrison, in bringing forward the proposals, said he had gone to universities, not as a student, but as a visitor, feeling that they were for the idle rich. He had come away impressed by the large and growing proportion of university students who come from the ranks of the working class. Therefore they were not dealing with a class issue, but with an issue of common sense. It would be nonsense for the Council to spend substantial sums to enable the sons of poor men to go to universities, and then, as an employing authority, to say that they would not use the best products of the universities. While we do not necessarily follow Mr. Morrison in every step he took to reach his conclusion, we are heartily with him at the end. The decision of the L.C.C. should give encouragement to those who have been dissuaded from following up a university course they were quite capable of taking through fear that it would possibly handicap them in seeking employment. And the encouraging figures of the Oxford University Appointments Board, showing a considerable increase in the number of those going into business, also point in the same direction.

The L.C.C. and University Men.

A NOVEL argument in favour of raising the school age is advanced by Mr. Charles Robertson, Vice-Chairman of the London Education Committee in a letter to *The Times*. In thirty-five years, the expectation of life has probably increased by at least eleven years for men and twelve years for women. On this assumption, a boy in 1900 spent 18 per cent of his life in school and a girl 17 per cent, whereas in 1935, with a leaving age of 14, the corresponding percentages would be 15 and 14. He argues, therefore, that we ought to raise the school-leaving age to 16. Is there a flaw in this argument? Obviously the *working* years have not increased by the same amounts. There is indeed a tendency to depress the age of retirement, even for teachers. Judges and bishops are presumed to retain their full powers *ad vitam*. The average age at death is approximating to the average age at retirement. If these become equal, it would be difficult to press Mr. Robertson's argument, assuming that education should be regarded as a preparation for the work of life.

Prolongation of Life.

THE exhibition of industrial art arranged by the L.C.C. to demonstrate the work of the art schools in the County of London in industrial design and craftsmanship was opened by Lord Gorell on March 5 and remained open till March 16. This is the first time that an exhibition of this kind has been held at the County Hall, and showing as it did the attitude of the art schools to modern manufacturing methods, it was complementary to the exhibition which has just closed at Burlington House. That the students are alive to the needs of modern mass production was

Exhibition of Students' Work.

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shown by their practicable designs for furniture and printed fabrics, while the exhibits of silverware, ironwork, book illustration, stained glass, and of architectural and decorative sculpture, including a series of plaques and tablets in British stone, all showed that, given the opportunity, we have craftsmen who can hold their own with those of any other country. We owe a debt of gratitude to the L.C.C. for giving a lead in the carrying out of the policy which was suggested by the Committee on Art and Industry in their report of 1932. If this lead is followed by local authorities throughout the country it will go far towards disposing of many of the undeserved criticisms which have been directed at our native school of industrial design, and towards bringing about closer co-operation between the art schools and industry.

Education of the Body.

THE advocates of physical education have become more insistent lately, and we therefore think it well to direct attention to an article in *The Spectator* entitled *Education of the Body*, by Ernest Major, Warden of the Carnegie Physical Training College at Leeds. The article points out that as a nation we have never taken kindly to the formal gymnastics popular in other countries, and that the old rigid type of drill has given place to a more elastic and adjustable system. But there is great need for better trained teachers. The mental and physical sides of education have not yet been put on an equality, or even correlated, and it should be recognized that education of the body is at least as important as education of the mind. It is now possible to obtain the services of university graduates who have taken a special course of training in all branches of physical education at the Carnegie Physical Training College. These men are not *ad hoc* specialists in physical education, but are qualified to teach one or more academic subjects in addition to gymnastics. We hope that the schools will take advantage of this. Teachers of this important subject ought to be, as they are not often at present, the equals as regards salary and status of other members of the staff. This would be a move in the direction of placing physical education in its rightful place.

L.C.C. Scholarships Scheme.

DR. CLOUDESLEY BRERETON, in a letter to *The Times*, has questioned the value of the L.C.C's latest proposal to increase the number of scholarships in their secondary schools. He considers that it will lower the existing scholarship standard and will at once divert from central schools pupils who have hitherto been regarded as not quite up to secondary school standards and thus better suited for vocational and practical courses. To provide for such pupils an easier means of access to secondary schools will, in his view, load the latter with a number of unsuitable pupils. Whether Dr. Cloudesley Brereton's views are acceptable must depend on the estimated relative value of secondary and other post-primary schools. His letter almost presupposes that central schools are to be regarded as for pupils of inferior talents since he assumes that the secondary schools are to be reserved for the intellectual *élite*, and the term "intellectual" is here used in its narrow sense of academic. On the other hand, if we assume that the secondary schools can house the *élite* of all types of talents, academic or practical, then we think the L.C.C's proposals might be welcomed, but on one condition, which is that the secondary schools be given a multiple bias organization, but even so, whatever is the number of scholarships offered the secondary schools will have to be reserved for the ablest pupils whether their bent be academic or practical. In our view the subject is not easily disposed of in one letter or in one paragraph, and deserves further attention from all concerned.

Northern Ireland.

THE dispute between the Belfast Corporation and the Government, about the imposition of an education levy, has become a first-class political issue, and very strong language, which includes the word "revolution," has been used about it. The present position is that, on the advice of Counsel, the Corporation has decided to "make representations to the Governor of Northern Ireland, with a view to having the issue determined by the Judicial Committee of the Privy Council." Meanwhile, it has refused to impose the rate demanded. The dispute arises not only out of a difference in custom between England and Ireland, because the latter has never paid for education out of the rates, but also involves the whole financial arrangement between the Parliaments of Great Britain and Northern Ireland. In a "fat" year the Northern Parliament must hand over the surplus to the British Government, so that it cannot lay up any reserves for a "lean" year. Unless Lord Craigavon, the Prime Minister, can settle the dispute on his return, after an absence due to ill health, it seems certain that the question will go to the Privy Council or else greater troubles will arise.

Compulsory Attendance and Inspection.

AT the last meeting of the Northern Ireland section of the National Teachers' Organization, there were two subjects of discussion which are of public interest. The first is the enforcement of compulsory attendance clauses of the Education Acts. The teachers believe that these are not enforced as strictly as they should be. The other question discussed involved a long-standing grievance, and the Organization has called upon the Ministry to hold a conference of teachers, inspectors, and officials, with a view to removing the general discontent prevailing among teachers, because of the present inspection system. Such a conference would also give an opportunity for a public discussion about the results achieved by the system of primary education, which has been strongly criticized, particularly by business men.

THE GEOGRAPHICAL MAGAZINE.—We welcome the first number of the new illustrated monthly—*The Geographical Magazine*. This magazine enjoys support in quarters which never associate themselves with any but a public object and promises to be full of the most interesting reading and photographs. The appearance of such a periodical in this country is long overdue. The present generation, confronted with world problems, needs to consider them in the light of all the available facts. Of these, geographical facts are among the most essential and least disputable. Hitherto they have not been supplied to the general reader in a form which he can easily obtain or digest. *The Geographical Magazine*, with its low price, 1s. 6d. monthly, its short, readable articles, and its page of illustrations to every page of text, will supply this requirement. Further, the founders of the magazine have undertaken the legal obligation to assign one-half of all profits to a fund for the advancement of exploration and research. We wish *The Geographical Magazine* the success which such a public-spirited venture deserves.

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Vacation Courses, Conferences, and Tours

HOLIDAY COURSES IN EUROPE, 1935.—The annual list published by the Institut de Coopération Intellectuelle de la Société des Nations, Paris, now appears in a single edition, price 7 fr. 50 français. The list includes all the higher holiday courses organized in Europe and open to foreign students. There are 163 courses listed in eighteen countries.

* * *

CULTURE COURSES FOR FOREIGNERS AND ITALIANS IN ITALY, 1935.—The Italian State Tourist Dept., 16 Waterloo Place, Regent Street, London, S.W. 1, has issued a guide to Culture Courses open in Italy for foreigners. The guide gives details of the courses, facilities for travel, apartments, and attractions. Copies will be forwarded on application.

* * *

THE NEW EDUCATION FELLOWSHIP.—The First Regional British Isles Conference is to be held at St. Andrews University from August 13 to 22 next. The main theme will be "Education and Leisure: How to create a Democratic Culture." Dr. A. D. Lindsay, Master of Balliol College, Oxford, will occupy the Presidential Chair. An attractive programme has already been arranged. Particulars may be obtained at 29 Tavistock Square, London, W.C. 1.

* * *

PEACE CONGRESS.—After an interval of ten years the National Peace Congress is this year to return to London for a series of meetings which are likely to be among the most significant of these annual assemblies of the Peace movement. In its main sessions and special meetings the Congress, which is to be held at Friends' House, N.W. 1, from June 28 to July 2, will cover all the major aspects of the peace problem as they appear at the present time. Full details will be forwarded on application to The Secretary, National Peace Council, 39 Victoria Street, London, S.W. 1.

* * *

COURSES AT BINGLEY.—The West Riding County Council has arranged for the usual residential vacation course to be held at the Training College, Bingley, from July 31 to August 14. A detailed prospectus is in preparation and a copy will be forwarded on application to the Education Officer, County Hall, Wakefield. The programme includes a course on "Some Educational Problems of the past and present," courses in English, music, history, biology, religious subjects, and art, having special reference to secondary and senior schools, and courses on light handwork for junior schools (with special application to toy-making); nursery, infant, and junior schools; organized games.

* * *

FILM SCHOOL, SCARBOROUGH.—The British Film Institute, 4 Great Russell Street, W.C. 1, in co-operation with the Educational Handwork Association, has issued details of the proposed Film School to be held from August 5 to 10. This school, the first of its kind in the country, will provide a unique opportunity for the study of all matters relating to the use of the film in school. Technical problems of film production and projection will be dealt with practically. Instruction and demonstration will be given in the use of films for the teaching of specific subjects. Opportunities will be found for interesting discussions of problems and experiments. For the first time, the teacher, the technical expert and the producer will be brought together for mutual co-operation.

* * *

MORALITY PLAY.—Citizen House, Bath, has announced that the morality play of the fifteenth century, "Everyman," will be given at the Everyman Theatre, Hampstead, on Sunday, April 7, at 3 p.m., on Good Friday, April 19, at 3.30 p.m. and 8 p.m., and on Sunday, April 21, at 3 p.m., by the Everyman Theatre Players. Admission will be free to all readers of this *Journal* by invitation ticket, which should be applied for to Citizen House, Bath, enclosing a stamped envelope. The play will be of great interest to all educational and social organizations, as it combines a simple method of staging, decorative colour scheme, and essentials of grouping and diction, which falls within the province of all those producing plays. The play itself will be presented in Florentine form, with mime and music.

* * *

PHYSICAL TRAINING, GAMES, AND DANCING.—Vacation courses for men and women teachers are to be held during the summer vacation at the Carnegie Physical Training College, Beckett Park, Leeds, under the joint auspices of the City of Leeds Education Committee and the West Riding Education Committee. The courses are comprehensive in character and provision is made for teachers from junior, senior, and central schools, junior instruction centres, play centres, &c. In all the courses special reference will be made to the Syllabus of Physical Training recently issued by the Board of Education. The Carnegie Physical Training College affords unrivalled facilities for the training of teachers in all branches of physical education. Forms of application for admission may be obtained from the Warden, Carnegie Physical Training College, Beckett Park, Leeds, 6.

* * *

UNIVERSITY EXTENSION MEETING, OXFORD.—The University of Oxford Delegacy for Extra-Mural Studies has announced that the Summer Meeting of 1935 will begin with the Inaugural Lecture to be given by the Rt. Hon. H. A. L. Fisher, Warden of New College, at 8.30 p.m. on Thursday, August 1, and will end at 1 p.m. on Thursday, August 15. It has been decided to concentrate the main portion of the course of study into a fortnight; but there will be a preliminary week from July 25 to August 1 for those who wish to spend a longer time in Oxford, and the lectures during this period will be planned with special consideration for the needs of students from overseas. The main subject of study will be "England and Europe after Napoleon, 1815–1852." This will be the natural sequel to the period 1789 to 1815, which was the subject studied at the Summer Meeting of 1933. A pamphlet giving full details will be forwarded on application.

* * *

PHYSICAL TRAINING AND RECREATIONAL ACTIVITIES.—The object of the Third Vacation Course arranged by the Incorporated British Association for Physical Training is to give to teachers of physical training (men and women) in elementary, central, and secondary schools an opportunity of acquiring practical knowledge of some of the latest developments in physical training. The subjects of instruction will include educational gymnastics for junior and senior boys and girls, agility exercises for boys and girls, English folk dances, Scottish folk dances, Greek dancing, character dances, fencing, swimming, diving, and life-saving, athletics—field events, coaching for hockey, cricket, football, netball, organized games, apparatus vaulting, &c., assistance at apparatus, recreational gymnastics, physical training and games suitable for club and play leaders. For form of application and detailed Prospectus of the Course apply to the Secretary, 25 Chalcroft Road, Lee, London, S.E. 13.

* * *

SEVENTH INTERNATIONAL CONGRESS OF PHYSICAL EDUCATION.—Organized by the Fédération Belge de Gymnastique Educative, the Congress will be held this year from June 30 to July 7, partly in Brussels in connexion with the International Exhibition, and partly in several other towns in the country. Previous conferences have examined defects in national institutions responsible for the physical development of the young, and although decisions arrived at have been transmitted to government departments, educational and sporting circles in all countries, so far the importance of co-ordination has not been sufficiently realized. The object of the seventh Congress, therefore, is to determine the best methods of approach for the co-ordination of the various interests concerned with physical education. The Congress will form part of the Physical Education Week being organized in Brussels. For a complete brochure of the Congress, write to the Secrétariat Général du VIIe Congrès International, 29 avenue Victor Jacobs, Bruxelles.

* * *

FLORENCE MUSICAL FESTIVAL.—In Paris, Berlin, and Vienna, as well as in the principal cities throughout Italy, active preparations are being made for the great musical festival which is to take place in Florence from April 24 to June 4. Between their operatic engagements at the Scala, &c., Gigli, Rosa Ponselle, Toti dal Monte, Ebe Stagnani, and many other singers of international reputation are preparing for the parts they are to take in the Festival. At Cortina d'Ampezzo, the well-known winter sports resort in the Dolomites, Ildebrando Pizzetti is putting the final touches to his new opera "Orseolo," which he will conduct on each of the three occasions that it is to be presented. At his home in Trieste, Rino Alessi is working on the stage arrangements of a new play on the tragic end of Savonarola, which he finished about a year ago. In Paris the Opera House Company and Academie Nationale de Danse are co-operating in a spectacular production of "Castor et Pollux." In Vienna, Bruno Walter is rehearsing the Company of the Opera House in Mozart's "Ratto del Serraglio." The Florence Festival is one of the foremost events in the musical world.

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Tenure in Secondary Schools

By A. GRAY JONES, M.A., B.Litt.

(*Concluded*)

SOME SUGGESTED REFORMS

WE have now examined the condition of tenure in secondary schools, and we have observed how it has been peculiarly influenced by the historical development of the several types of schools. The reasons why insecurity of tenure exists have been noted; a brief analysis has been made of the various causes of dismissals, and remedies have, in some instances, been incidentally mentioned. The superior security of tenure in publicly-controlled schools has been discussed, and the excessive power given to governing bodies in schools mainly or wholly independent has been described at some length. I have endeavoured to prove that the modification of the autocratic control exercised over these schools is necessary on grounds of abstract justice and of practical convenience. I now come to constructive suggestions.

These may for convenience be classified under two main headings: Reforms in professional procedure, and administrative reforms.

(*a*) *Reforms in Professional Procedure.*

1. *Adverse Reports.* It should be a matter of agreed professional etiquette among headmasters and assistant masters that no adverse report, confidential or otherwise, should be made by a headmaster on one of his colleagues without the latter having been first given a copy of the report and invited to submit his observations. The same procedure should apply to reports made by H.M. inspectors. This rule applies in the Services and was there introduced to preserve the interests of justice. Infringement of this procedure should be regarded as a serious breach of professional etiquette.

2. Where requested, reasons should be given beforehand by a headmaster in all cases of proposed dismissal. No action should be taken on those reasons until the master concerned has had an opportunity of consulting his advisers and preparing his comments.

3. In cases of serious personal friction between a headmaster and one or more of his colleagues, recourse should be had to arbitration. (If a master or headmaster is not a member of a professional association the usual arbitration court cannot be set up by the I.A.H.M. and I.A.A.M. At the same time, the fact that he is not a member of an association proves him to be somewhat out of touch with the great majority of his colleagues and unable to obtain the skilled help of professional advisers. In such a case, an attempt should be made to refer the matter to some other arbiters.)

(*b*) *Administrative Reforms.*

4. Just as it should be a matter of professional etiquette that reasons should be stated by a headmaster before proposing a dismissal, it should similarly be a requirement of administrative regulations that no dismissal should be possible without a formal statement of reasons being provided on request.

There are, of course, legislative difficulties in this connexion, since the Education Act of 1921, which governs tenure in maintained secondary schools, specifies that teachers appointed by the local authority are dismissible at pleasure—and thus no reason need be specified. The way round this difficulty, I would suggest, is by making suitable provision in school schemes: not only schemes under the Endowed Schools Acts, but also schemes approved by local authorities for those secondary schools for which they are mainly or entirely responsible.

5. Local education authorities should endeavour to establish transfer schemes for their own areas or in conjunction with other local education authorities, to obviate dismissals due to over-staffing and reorganization, also to solve personal problems of a type that make transfer desirable. The difficulties in the way of setting up such schemes are considerable but not insuperable, particularly if local education authorities insisted as a condition of aiding an endowed secondary school that they should have a controlling voice in the appointment and dismissal of the staff.

At the same time, where transfer is impossible, it ought not to be impossible for the state to provide compensation for loss of office due to reorganization or to overstaffing caused by a decrease in the number of pupils. This should at least apply in the case of teachers with a reasonably long period of pensionable service. Analogous provision is already made in the Local Government Services and in the Civil Service, and there is no valid reason why it should not be extended by legislative action to cover the case of teachers in grant-aided schools.

6. Local education authorities should reserve to themselves the ultimate power of dismissal in all maintained secondary schools and should make similar powers an indispensable condition when granting financial aid to endowed schools. The local education authority should, on request, refuse to confirm a proposed dismissal in any case until the facts have been examined fully by a court of inquiry set up by the local education authority.

7. In schools receiving direct grant from the Board it should be a condition of grant that masters should have the right of an appeal to the Board or to an impartial tribunal appointed by the Board. The New Zealand Scheme provides a basis for the composition of such a tribunal. It should not be overlooked in this connexion that in the schemes governing certain endowed schools, the Board already has the powers of a "visitor" inherited from previous schemes. These visitatorial powers may be exiguous and may rarely have been exercised, but they are there, and when the necessity arises they should be used. The office of visitor was anciently devised in the governance of universities, colleges, and schools in order to prevent mal-administration of various kinds, such as avoidable abuse of power. It is anomalous to say the least that the Board should disburse grants-in-aid without stipulating that it shall exercise some reserved power of this kind when necessary.

Moreover, the State has recognized its obligations of ensuring that teachers in grant-aided schools are paid adequate salaries, and that provision is made for their maintenance on retirement through illness or after long service: both of these obligations have been met by the Burnham Awards and the Superannuation Acts. There is surely an equally strong moral obligation on the State to see that the tenure of its teachers is governed by the dual principles of justice and humanity; and hence there should be appropriate provision for this purpose in the grant regulations for all State-aided schools.

8. Provision should be made in the scheme of every maintained, aided, or endowed school for the representation of assistant masters on the governing body.

Some final comments

It will be seen that the above suggestions concern three elements in the general subject of tenure—the professional (the heads and assistants), the administrative (local education authorities and governing bodies) and the State (through the Board of Education). No simple and clear scheme of reform is possible in view of the divergent conditions created by the presence of these three elements. Moreover, our national dislike of precise regulation and also the wide variety of types of secondary schools necessitate

(*Continued on page* 228)

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1910—1935 The **MAY** number of **1910—1935**

The Journal of Education

The May, 1935, issue will be ready on the usual day—April 30, 1935—but, on account of the Easter break, the "copy" for Advertisements should reach the office by

April 17, 1935.

The Contents of the number will be of a special nature, including :

A general Article, "THEN AND NOW," dealing with educational matters during the last twenty-five years.

An Article on "WHAT TEACHERS WERE DISCUSSING IN MAY, 1910."

Some "RECORDS OF EVENTS" since May, 1910 :

(1) from an educational and historical point of view ; and

(2) from the social and industrial aspect.

An Article on "THE DEVELOPMENT OF PROFESSIONAL AND EDUCATIONAL ASSOCIATIONS."

Possibly an Article on "THE KING AND EDUCATION."

There will be a LEADING ARTICLE dealing with the whole matter.

In the Reviews Section will appear a review of Mr. Somervell's new book, "THE REIGN OF KING GEORGE V," &c.

The "University Entrance Scholarships : Subjects and Standards" Series of Articles will be continued. (See note below.)

The May, 1935, issue will contain, as usual, the termly List of Dates of School and University Holidays and Functions.

What the Press was saying about "The Journal of Education" twenty-five years ago.

"The recognized organ of an important profession."—*The Glasgow Herald.*

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The SPECIAL ARTICLES for 1935, referred to above, contains these Articles. Others will be announced later.

An Introductory Article on **The Scholarship System.** By Dr. Cyril Norwood, President, St. John's College, Oxford. (January, 1935)

Classics. By Mr. F. R. Dale, D.S.O., M.C., M.A., City of London School. (February, 1935)

Modern Languages. By Mr. A. M. Gibson, M.A., Liverpool Collegiate School. (March, 1935)

Mathematics. By Mr. G. H. Lester, M.A., The Grammar School, Bristol. (April, 1935)

Geography. By Dr. E. D. Laborde, Harrow School. (May, 1935)

Science. By Dr. Terry Thomas, M.A., LL.B., B.Sc., Ph.D., Leeds Grammar School. (June, 1935)

In each of the articles consideration is given to the arrangement of courses, types of paper set, desirable improvements to the system, standard, scope, and other matters of practical interest to teachers concerned with scholarship examinations for the Universities.

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a diversity of reforms available to meet the differing requirements.

So far as simplification can be achieved, I believe these reforms could best be effected by the following:

1. Representation of assistant masters on governing bodies. This will promote educational advance, increase the status of the profession and remove one cause of injustice (by ensuring that the master's case can be argued on equal terms in the governing body). The argument may be advanced that it is against public policy to give professional men some share—however limited—in the administration of the schools in which they are employed. Opinions will differ on this point, and one can only add that one distinctive trend in modern political theory is the policy of developing self-government wherever practicable. To enlist the service of assistant masters in the administration of the schools is in consonance with that policy. Such representation can be accorded by the revision of schemes and local education authority regulations.

2. Amendment of the Board's regulations for secondary schools so as to provide in all grant-aided schools for an appeal against dismissal to the Board. This is a short cut, and I think a safe way out of most tenure difficulties. It would ensure impartial investigation and thus meet the needs of justice.

We can look forward with confidence to the strengthening of professional etiquette so as to eliminate secret reports, and to develop a "team-spirit" between headmasters and their staffs in those increasingly few cases where it does not yet exist. Concurrently, we shall witness the disappearance of that unhealthy tradition—still lingering in isolated cases—that elevated a headmaster to the position of a remote and unquestioned autocrat.

So far as local education authorities are concerned, the progressive authorities have already seen to it that tenure in their secondary schools is reasonably secure. In their areas an appeal to the Board will never be exercised even if it is available, for the progressive local education authorities have always seen to it that the tenure of their teachers is safeguarded to the utmost extent. We may anticipate that their example will be followed in time by the less progressive authorities.

And what of the Board of Education? I am not under the delusion that the Board will welcome the suggestion that their regulations should be amended so as to provide for appeals to the Board. Neither do I imagine that the Board will assume with cheerful alacrity the functions of a tribunal. Nevertheless, it is certain that the Board could reduce the possibilities of injustice that exist under the present system, and action on the lines suggested will make for greater contentment and, I believe, greater efficiency in our system of secondary education.

The case of the independent schools founded by charter or controlled by private trusts, can only be met if at all by representation of the staff on governing bodies, as in some of the great public schools. But it is reasonable to assume that an improvement in tenure in the great body of secondary schools will make for an improvement in these schools too, and possibly even in most of the private schools, where, in some instances, conditions are still scandalous.

If in these observations on tenure I seem to have taken a somewhat severe view of conditions, I hasten to add that the vast majority of headmasters, local education authorities, and governing bodies take all pains to ensure that the relations between them and their assistant staffs are all that can be desired. That natural respect for individuality, that belief in personal freedom, and that spirit of fair play which are genuinely ingrained in our British tradition are to be seen in our secondary school system as much as anywhere else. No one who has been in close contact with our schools can fail to have admired the many frequent, if sometimes hidden, proofs of humane and friendly administration by headmasters and governing bodies and local authorities. The spirit that animates such administration is based on a profound belief in human personality, and where that spirit is present, tenure difficulties are absent. In the few cases where that spirit is lacking, insecurity of tenure exists and gives rise on occasions to cases of injustice that are a reproach to the profession.

It is only because examples of injustice are possible and sometimes occur under our present system that I have compiled this study of the subject. I hope that the suggestions outlined will receive serious consideration from all concerned.

Directory of Educational Associations

(*Continued from March, 1935, issue, pages 175–183.*)

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Cambridge Local Examinations.
(*d*) Syndicate, Cambridge. Secretary of Local Examinations, Syndicate Buildings, Cambridge.

Child Study Association of America.
1,600. $1. (*c*) *Child Study*. (*e*) Circle 7: 7780. Mrs. Sidonie M. Gruenberg, 221 West 57th Street, New York, N.Y., U.S.A.

Conjoint Board of the Royal College of Physicians of London and the Royal College of Surgeons of England.
Mr. H. H. Rew, The Medical Examination Hall, Queen Square, W.C. 1.

Dramatic Art.
See Speech Training and Dramatic Art, Central School of.

Dramatic Art, The Royal Academy of.
62–64 Gower Street, W.C. 1.

Froebel Society and Junior Schools Association. (Founded 1874.)
To further the best methods and ideals in education. 1,200. 10s. for London members; 7s. 6d. for country members. (*c*) *Child Life*. (*e*) Museum 0550. (*f*) January, 1936. Miss M. J. Chalmers, M.A., 29 Tavistock Square, W.C. 1.

Medical Council, The General.
(*d*) Genmedicum, Eusroad, London. (*e*) Langham 2727. Mr. M. Heseltine, C.B., 44 Hallam Street, Portland Place, W. 1.

Modern Language Association.
2,100. 10s. 6d. (*c*) *Modern Languages*. (*e*) Holborn 9058. (*f*) Probably Conference of Education, January, 1936. Mr. F. Renfield, M.A., LL.M., 5 Stone Buildings, Lincoln's Inn, W.C. 2.

National Education Association (U.S.A.).
The Welfare of American Childhood. 187,645. $2, $5, and Life. (*c*) Own *Journal*. (*d*) 1201 16th Street, N.W. (*e*) Ad 6996. (*f*) Denver, Colorado, June 30 to July 5, 1935. Mr. Willard E. Givens, 1201 16th Street, N.W., Washington, D.C., U.S.A.

Physicians, Royal College of.
Mr. H. M. Barlow, Pall Mall East, London. (See also Conjoint Board.)

Speech Training and Dramatic Art, The Central School of, Incorporated.
(*e*) Kensington 3661. Miss Jane E. Gavin, B.Sc., Royal Albert Hall, Kensington Gore, S.W. 7.

Surgeons, Royal College of.
Mr. Kennedy Cassels, M.A., 40 Lincoln's Inn Fields, London, W.C. 2. (See also Conjoint Board.)

World Federation of Education Associations.
To bring the five million teachers of the world into more fruitful and sympathetic relations with one another. (*c*) *World Federation News*. (*f*) Oxford (England), August 10–17, 1935. Secretary-General, 1201 Sixteenth Street, N.W., Washington, D.C., U.S.A.

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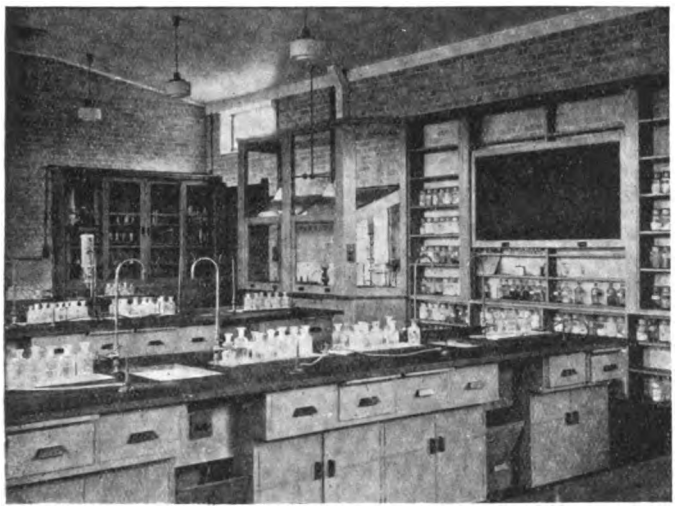

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Professor SIR JOHN ADAMS
For list of recent articles by Professor Sir John Adams see page 718 of the November issue.

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" The Journal of Education " (Vol. LXIV), from January to December, 1932, may fairly be said to cover the whole field of elementary and secondary education, since every subject of interest to teachers and pupils is dealt with in one form or another in these 850 pages. One of the invaluable sections of this volume is the review of books for examination purposes; and special articles on teaching will be found very useful."—*The Yorkshire Post, December* 28, 1932.

London: Mr. William Rice, Ludgate Broadway, E.C.4

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Topics and Events

STUDENTSHIPS FOR TEACHERS.—The Board of Education is prepared in 1935, as in recent years, to consider applications for full-time studentships from teachers in England and Wales with at least five years' teaching experience who desire financial assistance to follow courses of advanced study at universities or other institutions at home or abroad. Particulars of the awards and application forms are obtainable from the Board of Education, Whitehall, S.W. 1.

* * *

CHURCH TEACHERS' FELLOWSHIP.—At a meeting held at the Francis Holland School for Girls on March 15, an appeal was made for increased membership of the Church Teachers' Fellowship. which has its office at the Church House, Westminster. The Society exists for the recruitment of suitable teachers (both men and women) for church schools overseas. There is at present a larger number of vacant posts than of suitable teachers to fill them. Teachers who do not contemplate taking up work overseas can further the work of the Fellowship, to which Canon Hyde, the Secretary of the Missionary Council of the Church Assembly, paid high tribute at the meeting, by becoming subscribers. The Hon. Secretaries, Miss Kingsford and Miss Nodes, will gladly give any information on the work of the Fellowship, or interview persons by appointment.

* * *

A NEW LEAD-PENCIL FOR SCHOOLS.—We understand that one of the leading English pencil manufacturers—the VENUS PENCIL CO., LIMITED—recently carried out an interesting market research. Having manufactured some new types of special blackleads, samples of various grades were submitted to a number of the leading educational authorities and other qualified persons. Whilst it was anticipated that there would be a considerable divergence in the matter of taste, actually the inquiry produced surprising results, for over 80 per cent of the educational authorities approacl ed were in favour of the same type of lead. This lead is being used in the new " Fullmarks " pencil now being produced by these makers, and we understand a free sample of it is available on application to the manufacturers, the Venus Pencil Co., Limited, Lower Clapton Road, London, E. 5.

ROYAL AIR FORCE.—The Air Ministry announces that about 500 vacancies will occur in August, 1935, for well-educated boys to be trained as aircraft apprentices in the following skilled trades of the Royal Air Force: Fitter, wireless operator mechanic and instrument maker. Full particulars regarding entry and conditions of service may be obtained from the Secretary, Air Ministry (Apprentices Dept.), Gwydyr House, Whitehall, London, S.W. 1. Applicants must have attained the age of 15 years and be under the age of 17 years on August 1, 1935. A competitive examination will be conducted at numerous local centres early in June, 1935, the subjects being English and general knowledge, mathematics, and science. Applicants possessing an approved First School Certificate with specified credits may be excused the entrance examination. No previous trade experience is required. The closing date for the receipt of nominations for the August entry is Tuesday, May 7.

* * *

THE SCHOOL AGE.—The powerful deputation organized by the School Age Council, which waited upon the Prime Minister on February 31 to put the case for raising the school-leaving age to 15, did not meet with a great deal of encouragement. It is true that Mr. Ramsay Macdonald said that the deputation had no need to convince him about the main lines of their case and that it was a waste of the most precious material which this nation possessed that five-sixths of our population should be sent into the world at the age of 14. But he dwelt on the financial difficulties involved, and on the desirability of making complete preparation for the change. This involved the question of teachers, the question of buildings, and the serious problem of denominational agreement. The Board of Education and the Scottish Education Department had been charged with a re-examination of the whole problem, and he hoped that the result would be to place the Government in a position to be able to bring forward definite proposals in considered form, meeting all the problems involved in the change. It is not clear that re-examination of the problem will add anything of moment to the facts already known. However, it was pretty evident, even before the deputation went,

(*Continued on page 232*)

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that the Government had decided to do nothing in the matter during the present Parliament. Perhaps the Archbishop of York did not expect any other answer.

* * *

SCHOLARSHIPS IN ELECTRICAL ENGINEERING.—Applications, which must be received not later than April 15, 1935, are invited for the following scholarships awarded by the Council of the Institution of Electrical Engineers. Inquiries for full particulars and nomination forms (specifically mentioning the name of the scholarship) should be addressed to the Secretary of the Institution, Savoy Place, London, W.C. 2: DUDDELL SCHOLARSHIP (value £150 per annum, tenable for three years). Open to British subjects under 19 years of age on July 1, 1935, who have passed the Matriculation Examination of a British university or an equivalent. FERRANTI SCHOLARSHIP (value £250 per annum, tenable for two years). Open to British subjects under 26 years of age on July 1, 1935, who are students or graduates of the institution and have been such for not less than two years. SWAN MEMORIAL SCHOLARSHIP (value £120, for one year). Open to British subjects under 27 years of age on July 1, 1935, who have completed to the satisfaction of the Council a recognized course in electrical engineering or science of at least three years, and who desire to carry out whole-time research or post-graduate work of an electrical engineering nature. SILVANUS THOMPSON SCHOLARSHIP (value £100 per annum and tuition fees, tenable for two years). For works employees who are the sons of parents of limited means. Open to British subjects under 22 years of age on July 1, 1935.

* * *

ROYAL DRAWING SOCIETY'S EXHIBITION.—A visit to the Royal Drawing Society's annual exhibition in the Guildhall Art Gallery gives evidence that much good work in drawing and painting is being done in the schools of this country. The exhibition, which is the forty-sixth organized by Mr. T. R. Ablett, Founder and Art Director of the Society, contains many thousands of drawings in pencil and colour by young people up to 19 years of age, and the general average is well up to that of previous years. Many of the classes were highly commended by the judges. The Society attaches great importance to "snapshot drawing," drawing from recollection after observation, as a means of helping young people in their school studies by developing the powers of observation and memory. The work in the "snaphsot" classes is notable for its vitality and the success with which movement is depicted. Good examples of this are to be seen in the drawings to which H.R.H. Princess Louise, Duchess of Argyll, President of the Society, has awarded her special prizes. Other outstanding sections are those for landscape, still life, plants, illustrations and village signs, and there is much interesting work in the classes devoted to figure, portrait, decorative composition, pictorial posters, machines and ships, architectural, geographical, and botanical drawings. Some good examples of needlework are on view and the overseas exhibits are of even greater interest than usual. The exhibition, which is free to the public, is open from April 2 to 10.

* * *

LANCASHIRE TEACHERS IN CONFERENCE.—The annual assembly of the Lancashire County Teachers' Association, which has a membership exceeding 19,000, approved the following resolutions at Fleetwood on Saturday, March 9: "This meeting protests against and deplores the tendency of the Government with regard to increased armaments as forecast in the recent White Paper issued by the Prime Minister." "That the Lancashire County Teachers' Association is of opinion that legislation should be passed which would enable local education authorities to provide footwear for necessitous children." "This assembly presses for the raising of the school-leaving age without further delay in view of the fact that under existing conditions elementary school children cannot secure the advantages of the full four-year course of advanced instruction recommended by the Hadow Report." In reference to the claims of the President, Alderman Saer, of Fleetwood, that the broken legal salary agreements with teachers should have their validity restored now that the budget has been balanced, the following expression of opinion was endorsed unanimously: "This representative assembly of Lancashire teachers calls for the cancellation of the 5 per cent cut in the teachers' salaries as from the beginning of the new financial year, and further urges the restoration by Parliament of all superannuation benefits lost to teachers by the operation of the salary cuts of 1931. Upwards of 35,000 teachers will suffer permanent reductions in their superannuation allowances, although they have paid premiums entitling them to higher rates of superannuation."

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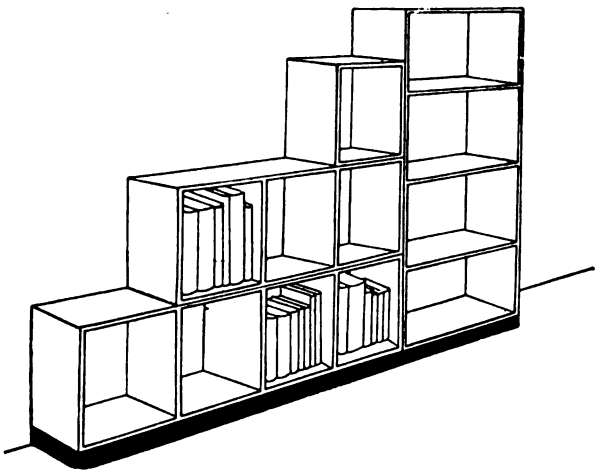

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Directory of Educational Associations

31st year of issue

This has been corrected to date, and contains membership total, yearly subscription, society's organ, telegraphic address, telephone number, date and place of next annual meeting, secretary's name and office address. It appeared in March, 1935.

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Varia

The March issue of *Longman's Literary News* contains the always welcome news of a new book by Mr. Cherry Kearton, the well-known animal photographer, entitled *Adventures with Animals and Men.*

* * *

According to the Spring List issued by MESSRS. RICH & COWAN, LTD., six new volumes are to be issued in the "In My Time Series." These will deal with marriage, the army, education (by J. Howard Whitehouse), Germany, broadcasting, and sport.

* * *

Bell's Miscellany, being a list of new and forthcoming books of MESSRS. G. BELL & SONS, LTD., is a neat little pamphlet; among the new titles we notice *The Road to Modern Science*, by H. A. Reason, which is stated to be a readable account of the progress of science from the earliest times to the present day. Two cheap editions of works by Sir Charles Holmes are announced, namely, *The National Gallery* (three volumes) and *A Grammar of the Arts.*

* * *

MESSRS. A. & C. BLACK, LTD., have issued a convenient list of their educational books (1935). The list is classified by subjects, new and forthcoming books are marked, and the standard of each book is indicated by inserting in the margin the age of pupil for which the book is suited. Black's *Geography Pictures*, edited by Mr. J. Fairgrieve, are now complete (eight sets); a new edition of Part I of *Elementary Algebra for Schools*, by Fawdry and Beaven, is announced.

* * *

The list of Forthcoming Books to be published in the spring and summer by the CLARENDON PRESS AND THE OXFORD UNIVERSITY PRESS is a substantial one. Three further volumes in the work entitled *European Civilization: Its Origin and Development*, which bring the story up to the Reformation, are announced and the three concluding volumes are in preparation. Of a different nature is Prof. Macgregor Skene's *A Flower Book for the Pocket*, with 500 illustrations in colour by the late Charlotte Georgiana Trower, a companion volume to Edmund Sandars' *Bird Book for the Pocket*, published in 1927; incidentally, it is stated that some 25,000 of the latter book have already been sold.

We have received from the London Teachers Association, Ludgate House, 110 Fleet Street, E.C. 4, a copy of the latest edition of the L.T.A. Register of Recommended Addresses, price 6d. This contains 280 pages of addresses of apartments, boarding houses, and hotels in the United Kingdom and the Continent of Europe. The addresses are all inserted on recommendations following experience. The register grows more and more useful year by year.

* * *

The increasing need in schools for episcopes and epidiascopes, and the difficulty of meeting this need on the score of expense, has been engaging the attention of manufacturers for some time. The new "Philip-Wigmore" epidiascope and the "Philip-Wigmore" episcope are meeting this need at prices as low as twelve guineas. Full details of these high-grade instruments are obtainable from George Philip & Son, Ltd., 32 Fleet Street, London, E.C. 4.

* * *

"In the census of 1851, out of 29,425 private schoolmasters and schoolmistresses, 708 signed their returns with a mark." What an indictment of the education of the 'fifties! The quotation is from extracts from *Early Victorian England*, 1830–65, published in the *Periodical*, the organ of the OXFORD UNIVERSITY PRESS. Further quotations illustrate the state of the Press, art, architecture, music, and travel and holidays as described in this work. The *Periodical*, which contains notes on recent publications of the Press, is sent post free to all applicants.

* * *

The Spring List issued by MESSRS. METHUEN & CO., LTD., opens with the announcement of the publication this month, in conjunction with MESSRS. J. M. DENT & SONS, LTD., of the *Letters of Charles Lamb* in three volumes, under the editorship of Mr. E. V. Lucas. A new series at 2s. 6d. each, under the general title of "Labour Shows the Way," under the general editorship of Major C. R. Atlee, M.P., is also announced; the first four volumes deal with Socialism, peace, finance, and planning, and three further volumes, on the Commonwealth, land utilization, and health, are in preparation.

University and School
HOLIDAYS and FUNCTIONS

In the May issue of *The Journal of Education* will appear the usual list of above compiled from official sources.

Date of Summer Vacation
Dates of other Functions

School Secretaries are asked to return the forms at the earliest moment.

The lists appear in May, November, and February issues each year.

LONDON:
MR. WILLIAM RICE, Three Ludgate Broadway, E.C. 4

The Journal of Education
MAY, 1935
ADVERTISEMENTS SHOULD REACH THE OFFICE BY APRIL 17, 1935

THE CARNEGIE PHYSICAL TRAINING COLLEGE
Beckett Park, Leeds

SUMMER VACATION COURSES FOR TEACHERS IN PHYSICAL TRAINING, GAMES, AND DANCING

AUGUST 9 to 23, 1935

(Organized by the Leeds Education Committee in co-operation with the West Riding Education Committee)

MEN

Course A.—A general course based on the "Syllabus of Physical Training," 1933, for men teachers in Elementary Schools.

Course B.—A course for men teachers in Juvenile Instruction Centres, Evening Institutes, and Boys' Clubs.

Course C.—A first-year course based on the "Reference Book of Gymnastic Training" for men who teach or intend to teach physical training in Senior or Central Schools.

Course D.—A second-year course for men who have previously attended a course similar in type to Course C.

Course E.—A course in Play Leadership and Games Organization.

Residential accommodation will be provided. Full particulars may be obtained from THE WARDEN, CARNEGIE PHYSICAL TRAINING COLLEGE, BECKETT PARK, LEEDS, 6.

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Supplement to
THE JOURNAL OF EDUCATION

No. 789 APRIL 1, 1935

GINN & COMPANY LTD.

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A MODERN THREE YEAR GERMAN COURSE

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This three book series provides a German course on modern lines, covering the work from the earliest stages up to the School Certificate standard. It seeks not only to provide a sound course in the grammar and syntax of the German language, but also to interest pupils in German life and culture, and to give them a representative and unbiassed picture of contemporary Germany. It presupposes that the work in the class room will be carried on by the direct method, but for purposes of reference and revision it supplied summaries of grammar in English and vocabularies.

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Mr. Lyne's new Latin Reader for junior pupils consists of amusing stories, dialogues, etc., culled from a wide variety of sources, and shows the junior pupil a lighter and more human side of Latin than it is usually his lot to meet.

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By **R. M. ALLARDYCE,** M.A., Director of Education for Glasgow, sometime of the High School of Glasgow. 288 pages. With full Vocabularies and Grammar Summary. **3s. 6d.**

This is a book for pupils who are able to make fairly rapid progress. It supplies all the grammar and syntax necessary for the intelligent study of a simple Latin author, and provides reading matter from the simplest conversations for beginners up to a fairly long extract from Caesar.

The Discovery of Poetry

By **HUGH LYON,** M.A., M.C., Headmaster of Rugby School. Class Edition, **2s. 6d.** Library or Prize Edition, **6s.** net.

"A passport and guide to the kingdom of the imagination which could hardly be bettered."—*The Times Literary Supplement.*

Exercises in the Use and Understanding of English

By **RONALD WINDROSS,** M.A. (Cantab.), English Master, Southgate County School. **1s. 6d.**

Primarily prepared with a view to the new paper in **English Language** now set in **Northern Universities' School Certificate,** the book provides a rich and varied year's course in the study of literature, analysis, definitions, punctuations, and the elucidation of metaphors. It has won wide approval.

Junior Physics and Chemistry

By **S. R. STUBBS,** M.Sc., City of Leeds School, and **W. G. ALLANSON,** B.Sc., Wigan Grammar School. 192 pages, 172 diagrams. **2s. 6d.**

An elementary two years' course in Mechanics, Hydrostatics, Heat, Light, and Chemistry, which lays solid foundations for future work.

A New Junior French Reader

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By **JULIA TITTERTON,** M.A., Officier d'Académie, Author of *Simple French Plays*, &c. Illustrated. **1s. 9d.**

An attractive new reader, chiefly about the activities of young people in France, both in and out of school, and on holiday. The grammar is easy, and the whole well within the compass of pupils who have completed a first course. There is a large vocabulary, including many useful colloquial phrases.

Certificate Exercises in German

By **F. W. WILSON,** Ph.D., formerly Assistant Master at Clifton College; Author of *Arnold's Modern German Course.* **2s. 6d.**

"As an introduction to the study of German, it seems excellent."—*The Times Educational Supplement.*

"We recommend this book as being comprehensive and time-saving."—*Scottish Educational Journal.*

The Old Testament and the Apocrypha

By **A. C. TOYNE,** M.A. **3s.**

"Mr. Toyne's able book, intended primarily for the higher forms of schools, presumes a general knowledge of the Old Testament. . . . It is discipline in religious thought that is given in this valuable book."—*The Times Educational Supplement.*

A Short History of the Western World

By **J. A. BRENDON,** B.A. Fully illustrated. **3s. 6d.**

"This is remarkably well compiled. Teachers will welcome the book, which should give middle and lower forms a sound, workaday knowledge of European political history. It is well and profusely illustrated, and there are excellent little maps."—*The Times Literary Supplement.*

A Note and Map Book of Matriculation Geography

By **G. H. FAIRS,** M.A., Lower School of John Lyon, Harrow. Demy Quarto, stiff paper. **Book I, The World, outside Europe,** 40 pages, **2s. Book II, Europe and the British Isles,** 32 pages, **1s. 9d.**

Arnold's Modern French Series

General Editor: **M. A. LEBONNOIS,** C. de G., M.M., B. ès L., King Edward's Grammar School, Birmingham.

These delightful stories are nearly all by present-day authors, and have never hitherto been available for school use. There are notes and questions as appropriate to the various stages, and full vocabularies. The bindings, in pink, green, or blue, whet the appetite for the good fare inside.

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Reviews

WESTMINSTER ABBEY

Westminster Abbey : the Story of the Church and the Monastery, with some Account of the Life of the Monks, a Guide to the Buildings, and Monuments, and an Explanation of their Architectural Styles. By A. L. N. RUSSELL. (6s. net. Chatto & Windus.)

The Abbey Church at Westminster is unique in Europe. It has been a monastic church and a Royal Chapel, the coronation church of our kings since the time of Harold, a place of pilgrimage, and our national mausoleum. It has combined under one roof the functions of Nôtre Dame, St. Denis, and the Panthéon. This is a vast subject and it has produced a large literature : much of which suffers from this superabundance of material, and induces in the mind of the reader the same mental indigestion in the effort to disentangle the significant from the insignificant as does a visit to the Abbey itself. It is the merit of Mr. Russell's book that he has gathered into one small volume the cream of the story. His vivid treatment of the historical background makes the dry bones live, while his architectural explanations and diagrams in his chapter on the three Gothic styles are lucidity itself.

There is only a passing reference to the possible existence of a Saxon church on Thorney Isle. One regrets the omission of the fable of the miraculous draught of salmon in connexion with the legendary consecration by St. Peter himself. These mythical origins prepare the way for the solid foundation of the Confessor's church with which the author starts the story. After dealing with the Romanesque monastery and church, he gives us an account of the refoundation by Henry III, and the gradual additions by his successors, which gave us the Abbey as we know it to-day. There might have been mention of the wonderful views of the interior from the triforium. Up there one is not distracted by the gallery of good, bad, and indifferent Renaissance sculpture, both marbles and waxworks are forgotten, while the marvel of Gothic equilibrium, of thrust and counter-thrust, is more evident than from below. But the " upper church " is only for those with a head for heights, and is perhaps best left for the adventurous to discover for themselves. This book with its freshness and pertinence and its devoted description of the Abbey's " infinite variety " will open the eyes of the uninitiated and it will attract even those who know their " Lethaby " and their " Bond."

NEW LIGHT ON THE NINETEENTH CENTURY

Freedom and Organization, 1814–1914. By BERTRAND RUSSELL. (15s. net. Allen & Unwin.)

Current literature bearing upon the history of the nineteenth century grows apace, but we do not recall any example more brilliant and satisfying than this book, written by one who is not a professed historian, but who may be described as the philosopher turned historian. As might have been expected, Mr. Russell begins by making clear what he means by history. He does not subscribe to the " Great Man " theory, yet he does not believe that the history of Europe during the past seventy years would have been similar to what it has been, if Bismarck had never been born. Nor does he believe that history can truly be called a science, seeing that a great event may be determined by some small thing which it is difficult to describe as anything but an accident. He holds that history can only be made to look scientific by a process of over-simplification. Still, it is possible to trace the effect of large causes without falling into serious error, provided it is remembered that other causes have also been operative.

So the author selects two of these large causes of change in the nineteenth century, the belief in *freedom* which was common to Liberals and Radicals, and the necessity for *organization* which arose through industrial and scientific technique, and he traces their opposition and their interaction. The author's singular clarity of style compels even the general reader to follow him through his account of the political and social background of the early nineteenth century, the influence of the philosophical Radicals, the rise and progress of Socialism, the fortunes of democracy in America, and those principles of nationalism and imperialism which seem to dominate the civilization of to-day —when we behold the spectacle of organization without freedom within the individual state, and freedom without organization in the relations between states. " The nineteenth century failed," he says, " because it created no international organization. It inherited states from the past, and thought the problem solved when it made them into national states. In a haphazard way, as a result of technique unguided by thought, it erected economic organizations which its philosophy did not teach it to control." So he believes that " it is not by pacifist sentiment, but by world-wide economic re-organization, that civilized man is to be saved from collective suicide." For ourselves, we shall go on believing that there is plenty of room for both, and that re-organization is more likely to come, if peaceful sentiments can be made to prevail.

EXPERIMENTS IN TEACHING

Individual Work in Primary Schools. By Dr. C. M. FLEMING. (5s. Harrap.)

Some Adventures with a School. By MARGARET JOHNSTON. (3s. 6d. Jarrolds.)

The writers of these two books start from common ground, and end as far apart as the two poles. Both agree that the traditional collective lock-step method of teaching, which ignores individual differences, which worries the backward children and neglects the bright ones, which thrives on competition and forbids co-operation, has had its day. Dr. Fleming, who has seen much of Scottish primary schools with large classes, and is obviously a serious student of such educational science as we possess, first gives a clear account of the various experiments which have been made by way of reform, such as the Dalton plan and the project method. But, says the author in effect, there are cogent reasons why few teachers can even experiment with any of these methods in its entirety, and yet there is much reform that is quite practicable under existing conditions. He proceeds to exemplify and illustrate his point. He goes on to show by examples that his plan does involve the full recognition of individuality, and he ends by making it clear that there is, after all, a place for collective teaching. Primary school teachers in England, not less than in Scotland, will find Dr. Fleming's book most suggestive and useful.

Miss Johnston would, we think, be the first to assert that she entirely lacks Dr. Fleming's pedagogical learning, and she would probably rejoice in the fact. She heroically gave up her Burnham scale and pensioned post in a high school, and went forth into a Sussex wilderness to try a great experiment in which children should be " free " and " happy." She appears to belong to the pedagogical sect who believe that if a boy thinks his father or his teacher a fool, he is entitled to tell him so. In fact, she seems not to have probed very deeply the question what freedom and happiness really mean. We do indeed want experiment, but at any rate for the masses of the people this experiment is not on promising lines. Miss Ethel Mannin, who writes a foreword, goes all the way with the author, except that she has less use for the " God-idea " in education, and more use for the sex-idea. For ourselves, we should prefer for a child a training about mid-way between that of Miss Johnston and that of Mr. Barrett of Wimpole Street.

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Minor Notices and Books of the Month

ART, HANDICRAFTS AND CLASSICS

Progress of Archaeology. By S. CASSON. (6s. net. Bell.)

Ruskin prophesied that "the day is coming when we shall confess that we have learnt more of Greece out of the crumbled fragments of her sculpture than even from her sweet singers or soldier historians." That day has now come, and it is true not only of Greece but of many unsung and unchronicled sites which were unheard of fifty years ago. Mr. Casson has avoided popularizing the subject by means of conjecture. There is always a temptation to find corroboration, on slender evidence, for this or that myth or legend; excusable perhaps in film or fiction, but dangerous in pseudo-histories or works on prehistoric times. The book originally appeared as a series of articles in the *Listener*. In its present form it is a well illustrated record of the results of excavations during the last twenty years in Europe, America, Africa, and the Far East. The author keeps throughout a sense of proportion, and has no sympathy with the sensation hunter. He gives artistic considerations and spiritual values their due importance, and puts emphasis on the moment when man began to make not merely things, but beautiful things. The subject with its inherent interest needs no popularization, and we can unreservedly recommend this straightforward account to the very wide public to whom archaeology makes a strong appeal.

Art and Craft of the Potter. By G. M. FORSYTH. (10s. 6d. net. Chapman & Hall.)

Teachers and students alike have for long looked for authoritative information on the potter's craft. At last it has arrived in this book, by Gordon M. Forsyth, and it will be welcomed, for it is a comprehensive treatise giving detailed information which has not hitherto been available except to those fortunate enough to be in close contact with a modern pottery, or working in a good pottery school. The book opens with a description of the different materials used and follows this up with an explanation in detail of the method of development of an object from the flat or from the round. The various methods of decorating pottery are very concisely dealt with and the nature of the various glazes and glaze stains used is fully and clearly explained. In the concluding chapter, the author wisely deals with the equipment of the classroom and the organization of class-work, and in this we see the result of his wide experience. This chapter should prove of great value, with its well arranged schemes of work set out in age groups. A special word must be added about the illustrations, the equal of which it would be difficult to find elsewhere. There are sixty-three full-page plates illustrating all phases of the potter's art, but they must be seen to be appreciated. One might consider it unfortunate that these plates are all together at the end of the book, if one prefers to have an illustration inserted with the text which refers to it; but since some of the plates have to be referred to repeatedly, the present seems to be the best arrangement possible. The book should be in the hands of all who are interested in art of any kind, but particularly those who are interested in the potter's art.

Lino-Cutting for Schools. By F. C. STEWART. (5s. University of London Press.)

Are you considering the introduction of craft work into your school, or have you introduced it already and not met with the success you anticipated, either by reason of your own ineptitude for craft teaching or your own lack of first-hand information on the subject? Then here is a hint. Try lino-cutting, at once one of the simplest, the most fascinating, and the least expensive of the crafts, whilst possessing great educational value. *Lino-cutting for Schools*, by F. Craig Stewart, is a work packed full of valuable information, amply illustrated and readable from cover to cover. Tools, materials, and processes are so clearly explained and illustrated that the reader becoming fascinated will at once want to experiment for himself, and the instructions are so explicit that he need have no fear of failure, whilst the suggestions are so varied that he will find a multitude of avenues open for individual exploration. The book is evidently intended, as its title implies, for schools; and the author has kept this in mind throughout, even going to the extent of devoting one chapter to the work of potato stamping as a preliminary to lino-cutting. The difficulties usually met with by a beginner are not pointed out, but they are guarded against by the most minute details as to method of work, materials to be used, and aims to be kept in view. Special attention is given to pattern making and its adaptation to fabrics. To the teacher, whether experienced or otherwise, this book should be of great value and it is worthy of its place on the bookshelf of any school which would be in the van of progress.

Industrial Art Explained. By J. GLOAG. (5s. net. Allen & Unwin.)

Function creates its own forms in art as in nature. There is always a transitional period during which a new invention attempts to express itself in the old shapes. Electric light casts off the chandelier only after a struggle. Design of this sort must perhaps always wait on evolution. We cannot scrap our old forms overnight, but we can at least avoid a deliberately archaic dressing-up of our new inventions; as for instance a gas fire with imitation inconsumable logs, or electric heaters with fake coals and flickering flames. These are in a different category from the early railway coach or motor-bus shaking itself free from the "ghost of the horse" or the shade of Tony Weller. What an interesting story it is from Chippendale to stainless steel. Mr. Gloag has put these things and many others into well illustrated book form for perhaps the first time, and, though as we have said the progress of structural design must always be evolutionary, studies such as this will help it in the future to become a more intelligent and rapid process.

The Teaching of Art in Schools: an Illustrated Description of Children's Imaginative Painting and its Effect on Craft. By EVELYN GIBBS. (12s. 6d. net. Williams & Norgate.)

Though they are stated to be the work of children who are not specially gifted, the examples given of imaginative work show remarkably good feeling for pattern and colour. Unlike Miss Gibbs, we should attribute this feeling for design in their imaginative drawings to the experience they have had in craft work rather than vice versa. A picture is the supreme example of pattern with all the emotional significance pattern can have; but we must not forget that the aim of teaching art as part of general education is to train the patron not the artist, and the approach to appreciation must be through structure and design. We cannot agree that "the child is endowed with all the qualities necessary for creative work." In our experience only a very few possess *all* these qualities. It would have been better to omit the names of the students who did the drawings, these are of interest only to relatives and friends, and they are out of place in a book on the teaching of art in schools. The book contains much useful practical advice on craft work.

Drawing, Design and Craft-Work: for Teachers, Students, &c. By F. J. GLASS. Third Edition, Revised and Enlarged. 12s. net. Batsford.)

Those who were acquainted with the earlier editions of *Drawing, Design and Craft-Work* by F. J. Glass, will welcome the appearance of the third edition when they note the improvements. Since the untimely death of the author (who would doubtless have undertaken the task had he lived), the publishers have placed the work of revision in very capable hands, and though they affirm that there has been no attempt at a drastic transformation, yet the result is a work of highly enhanced value to both teacher and student. The rearrangement under the three main divisions of the title, the addition of many very valuable plates, including a series of coloured ones, the elimination of some unsuitable illustrations, and the rewriting of the section on Heraldry are only a few of the improvements which go to the making of this desirable third edition.

Ideas for the Woodwork Room. By J. HALLIDAY. (1s. Pitman.)

Mr. Halliday does not claim his book to be a textbook on woodwork, but rather a collection of ideas intended to suggest lines of development and exercises involving the various tool processes whilst producing articles of utility and beauty. The text is concise throughout, the illustrations are all good line drawings, and the exercises are carefully graded from very simple one-piece work to frames, tables, and other more difficult constructional examples. Wide scope, variety in the tool processes involved, and stimulus towards new lines of work are to be found in this little shilling book, which is evidently the outcome of the author's wide experience as a handwork organizer.

Design in Woodwork. By P. A. WELLS. (6s. net. Batsford.)

The reputation of the author of this book, not only as an instructor of wide experience but also as a writer of other well-known books on the same subject, is sufficient guarantee that the present volume is worthy of careful consideration. It is

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well arranged and graded, full and comprehensive without being overloaded, and in many ways unique. Its division into Design, Craftsmanship, Decoration, and Finishing gives one a good idea of the purpose and scope of the book; whilst the subdividing of the sections is so clear and concise that it should prove equally useful to teacher or student. The later chapters which deal with trade school and training college courses, have their special individual values. Forty-six fine full-page illustrations complete an up-to-date work which should be welcomed by all woodworkers or teachers of woodwork.

Dryad Leaflet, No. 89. *How to Weave on Four Way Table Looms.* (6d. Leicester: The Dryad Press.)

This leaflet contains instructions for setting up and working the Wendy Loom, the New Pattern Table Loom, and the Dryad Table Loom. Illustrations are shown of the three and the various parts are indicated. Sketches and drafts are given for weaving "monksbelt," 'honeysuckle," and "rosepath" patterns. The instructions for warping and threading the looms are very clear, but a few diagrams to illustrate details such as threading the heddles, the use of a warp stick, &c., would have been helpful.

The Elements of Needlework. By JANE A. STRACHAN. (3s. 6d. Blackie.)

In this book, the author gives the fundamental stitches and processes of needlework to meet the requirements of a teacher of children. Sound practical methods are described and illustrated, with helpful general rules as required and an occasional footnote to teachers in regard to suitable preliminary exercises (*e.g.*, buttonholes), or arrangement of material, &c. (*e.g.*, patching). The section on Repairing is very practical and there is a very good chapter on Knitting.

The Architectural Work of Sir Banister Fletcher. With Introductory and Descriptive Text, including a Short Account of his Life and Activities, by W. HANNEFORD-SMITH. (42s. net. Batsford.)

To those of us who have since our student days thought of "Banister Fletcher" as a book, indeed as *the* book, and who have not had the privilege of knowing him as a man, this account of him and of his work, both as a practising architect and as an author, is of intense interest. It is good to know that the hand that drew those illustrations, over which we have so often pored in preparation for examinations, or in after years for pleasure or profit, can also swing a golf club; and that the word "foil" has for Sir Banister Fletcher another and more formidable meaning than that given in his famous glossary. This beautifully produced and illustrated volume makes us realize the unique qualities which have gone to the making of his *History of Architecture on the Comparative Method*, which is likely always to remain the standard work on the subject.

Introductory Handbook to the Styles of English Architecture: a Companion to the Series of Large Scale Comparative Diagrams (Size 30 in. by 20 in.), Prepared for the Use of Schools, Teachers, Students, and Others. Part I. *The Middle Ages (Saxon Times to the Fifteenth Century).* By A. STRATTON. Second Edition, Revised. (1s. 6d. net. Batsford.)

Art and the Life of Action. By M. EASTMAN. (5s. net. Allen & Unwin.)

The Art of Woodworking and Furniture Making. By A. GREGORY. Second Edition, Revised and Enlarged. (7s. 6d. Leicester: The Dryad Press.)

A Book of Lettering. By A. R. STONE. (Stiff Boards, 1s. 6d. Paper, 1s. Black.)

Titi Livi. Ab Vrbe Condita. Recognovervnt et Adnotatione Critica Instrvxervnt R. S. CONWAY et S. K. JOHNSON. Tomvs IV. Libri XXVI–XXX. (8s. 6d. net. Clarendon Press.)

Thanks are due to the present editors that a fourth volume has been added to the Oxford text of Livy. Probably in no branch of classical learning, save, of course, lexicography, is the ordinary classical scholar so dependent upon the work of experts, as in that of textual criticism. As lexicography provides the language, with which he deals, so textual criticism provides the books which he reads. The experts have done all the work of carefully collating the codices, and finally arriving at a text, which they present to him with full manuscript authority. Theirs has been a job of visiting the different libraries of Europe and collating the various MSS. and comparing the authorities of the different readings. It only remains for him to send a "from card" to his bookseller, asking for the Oxford text to be sent to him. Thus, thanks to the work of the expert, he is able to add to his shelves a fourth volume of *Livy*, whence he may take it down and read what Livy penned so many hundreds of years ago, which has been preserved by the labours of monks and handed down in varying MSS. in this or that library of Europe.

The Art of Love: Ovid's Ars Amatoria. With Verse Translation by B. P. MOORE. (12s. 6d. net. Blackie.)

It is due to Mr. Moore's skill as a translator and no small ability as a versifier that it is now possible for the English reader to peruse what was one of the most famous books of antiquity in heroic couplets, made familiar to him by the work of Dryden and Pope. Mr. Moore has reproduced the polished cynicism and wit of the original in his translation. In speaking of the metre used, he says in his preface that the rhyming heroic is the only one which adequately reproduces the snap and tang of the Ovidian *Elegaic*. The debt of European literature to Ovid cannot be over-estimated, and now that Mr. Moore's translation is available, the number of English readers who will become familiar with what was perhaps Ovid's greatest work will be innumerable. We do not pretend that Ovid is one of the most worthy of writers of antiquity, but he is certainly one of the most skilful, and that skill is nowhere shown more than in his *Ars Amatoria*, which has been well reproduced in Mr. Moore's *The Art of Love*. The publishers are to be congratulated upon the production of a volume whose format is so worthy of the matter contained within it.

The Art of the Logos. By J. A. K. THOMSON. (7s. 6d. net. Allen & Unwin.)

Mr. Thomson begins his exhaustive inquiry into the art of the Logos quite correctly, by attempting to establish what is meant by a Logos. This is a question easier to ask than to answer. Mr. Thomson is led to examine the historical Logos, conscious fiction, and unconscious fiction. Then in the second part of his book he is able to deal with the spirit of the Logos. His third part deals with the art of the story-teller. The whole is treated in a most able manner, as every reader will admit. To use Mr. Thomson's own and final words, this book is a study of foundations. As he says, in his Preface, "This volume has come of the writer's desire to answer a question which must always haunt the mind of any one who studies the beginnings of our written tradition. What was the nature of that oral literature which preceded and is pre-supposed by the literature of books? Without some kind of answer to this question we cannot truly understand how the art of Homer and Herodotus came to assume its form and character." The whole inquiry is treated as it could only be, by a well-equipped classical scholar, who can write about ancient Greece, with a freshness of thought and vivacity of style.

A Greek Grammar. By G. BOLTON. (3s. 6d. Gollancz.)

An Outline of Homer. Selected and Edited by G. HIGHET. (4s. Gollancz.)

Junior Latin Composition. By G. BOLTON. (3s. 6d. Gollancz.)

Selections from the Greek Lyric Poets (excluding Pindar): from Kallinos to Bakchylides. By R. S. STANIER. (3s. 6d. Gollancz.)

DARWINISM TO-DAY.—About the middle of last January, Sir Ambrose Fleming, the distinguished physicist and inventor of the two-electrode thermionic valve on which so much of the modern development of radio communication has been based, delivered his presidential address to the Victoria Institute. The title of his address was "Modern Anthropology *versus* Biblical Statements on Human Origin." Here was a popular topic for sensational headlines, and the daily papers made much of it, referring to its author as a distinguished scientist—as indeed he is—but omitting to point out that his distinction has been acquired in other fields than biology and anthropology. The days are gone when any one man can achieve distinction in all branches of science. The address provoked considerable newspaper correspondence, and Sir Arthur Keith has replied to it in an article in the March issue of the *Literary Guide*. We are not concerned here with the reply so much as to point out, for general readers and others, that Sir Arthur Keith's article gives some useful "points" in modern evolutionary theory. Darwinism is defined as the general doctrine of evolution expounded in *The Origin of Species*, natural selection being regarded as only one of the contributory causes. The known facts of man's development from a fertilized egg, and the striking parallelism with the development of other mammals, accord with evolutionary views. The anthropologists' views on the antiquity of man and the nature of the competition to which he has been exposed are dealt with at length. Sir Arthur sees man ascending steadily in the evolutionary scale, in company with all living organisms.

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ECONOMICS

News for Children. By Commander S. KING-HALL. (5s. net. Nicholson & Watson.)

Teachers and parents who have chuckled over these racy little articles in the pages of the *Evening Standard* every week will rejoice to see them reprinted in book form, and those who have not will be well advised to make their acquaintance at once. Commander King-Hall writes in his own inimitable and delightful way about all the important happenings in the world during 1933, making international problems not only intelligible but fascinating. The imaginary conversations with President Roosevelt are particularly delicious.

Commerce and Correspondence. By E. H. GROUT. Second Edition, Fully Revised. (5s. net. Pitman.)

This is an extremely complete and exhaustive textbook of commercial practice, dealing mainly with the correspondence side of the subject. Apart from its full and careful treatment of every detail its main feature is the large number of questions and exercises it contains. Most of these are taken from public examination papers, and some of them are provided with model answers. The book is, therefore, particularly suited to the needs of the private student.

Marxism. By J. MIDDLETON MURRY, J. MACMURRAY, N. A. HOLDAWAY, G. D. H. COLE. (5s. net. Chapman & Hall.)

An expansion of several lectures by convinced Marxists, dealing separately with the philosophical, political, and economic aspects of the subject. The book makes decidedly difficult reading, and is not one for beginners. It is also propagandist rather than educational, though its authors would probably not admit the validity of such a distinction.

The Organization of Commerce (for Beginners). By G. O. SUTHERLAND and W. PADGET. (1s. 6d. Gregg Publishing Co.)

A short introductory textbook intended to cover the first year requirements of the various examining bodies, and containing plenty of exercises drawn from their examination papers. It is scarcely full enough to meet the needs of the student working alone, but in the hands of a teacher it should be useful.

Economics for Boys and Girls. By A. DANE. (3s. net. Routledge.)

This is a most entertaining book, largely on "Robinson Crusoe" lines, and worked out with painstaking care, so that the result is less hackneyed than many such books. It is attractively illustrated with ingenious pictures and diagrams, and competent teachers should be able to make good use of it as a basis of their lessons in elementary economics.

The Economic Basis of Politics. By C. A. BEARD. (4s. 6d. net. Allen & Unwin.)

Students of political science will welcome this English edition of a book that was first published in America in 1922 and has since been several times reprinted. Prof. Beard's thesis, which is set out in a particularly clear and attractive style, is that "civilized societies are divided into economic groups or interests, according to different degrees and kinds of property-possessions and occupations, whether private or bureaucratic; and forms of government rest upon this social configuration, and politics is concerned with conflicts among interests." According to this theory, the doctrine of individual political equality is a comparatively recent innovation, unknown before the time of Rousseau. This thesis is supported not only by the history of representative institutions but also by the teaching of such political philosophers as Aristotle, Machiavelli, Locke, Madison, Webster, and Calhoun, all of whom are quoted at length. The subject is a thought-provoking and definitely topical one to-day.

The Communist Answer to the World's Needs: Discussions in Economic, Political and Social Philosophy—a Sequel to "Moscow Dialogues." By Dr. J. F. HECKER. (8s. 6d. net. Chapman & Hall.)

Student's Note-Book of the Elementary Principles of Commercial Law. By J. D. BERBIERS. (3s. Macmillan.)

Groundwork of Commerce. By H. L. JONES. (2s. Arnold.)

EDUCATION

The Year Book of Education, 1935. Edited by Lord EUSTACE PERCY, Sir PERCY NUNN, and Prof. DOVER WILSON. (35s. net. Evans.)

Among the new features of this now well-known Year Book are sections on the psychological aspects of child development, and on the testing of intelligence. The chapters in these sections are contributed by writers connected with the London Institute of Education. This new element accounts for the appearance on the title-page of two new co-editors. The change indicates that we now have in London an institution in which original research is carried on, and that the Year Book is to be used as its recognized organ. This arrangement is no doubt mutually convenient, because it is not easy in this country to find the means of publishing the results of research, and because such publication is naturally part of the intention of the founder of the Year Book. The rest of the contents of this 1935 issue includes a completion and revision of the survey of the educational systems of the British Empire and of foreign countries which appeared in the 1934 volume. There is also a series of eleven chapters on events and special educational features in education in the English-speaking nations, and there are chapters on medical and other professional education, adult education, and so on. The whole volume forms a very comprehensive and well considered survey.

Educational Policy in India: a Neglected Aspect. By F. F. MONK. (1s. 6d. net. Oxford University Press.)

This little book puts forward an earnest plea for the reform of education in India. The author feels that at this moment, when self-government is approaching, there is urgent need for young Indians trained for leadership and responsibility. British educational policy in India has, he says, aimed at supplying clerks, and has made no provision for training leaders. The reforms he urges are especially directed to the secondary education of the middle classes, and would favourably affect the universities also. The book should be read by all interested in India.

Modern Education: its Aims and Methods. By T. RAYMONT. New Edition. (7s. 6d. Longmans.)

This is a second edition of the book published in 1931 under the simple title *Education.* The new name is meant to distinguish the book more clearly from its predecessor, *The Principles of Education,* and to limit its scope to the educational thought of to-day. A short appendix has been added on the project method, and the references for further reading—a most useful feature of the book—have been revised.

Educational Research Series, No. 31. Ability Grouping: Recent Developments in Methods of Class-Grouping in the Elementary Schools of the United States. By Dr. H. S. WYNDHAM. (7s. net. Melbourne University Press in association with Oxford University Press.)

This is a careful study of a problem which is a pressing one in England to-day, *viz.* the grouping of children in classes according to their ability. Dr. Wyndham has had excellent opportunities for observing and criticizing current practice in American school systems, and is also able to discuss the problem from a philosophical point of view.

Education and the Citizen. By Col. E. A. LOFTUS. (5s. net. Routledge.)

The Inglis Lecture, 1935. The Care of the Pupil. By S. S. DRURY. (5s. 6d. net. Cambridge, Mass.: Harvard University Press. London: Oxford University Press.)

Publications du Bureau International d'Éducation, No. 38. *Le Self-Government à l'École.* (Fr. 4. Geneva: Bureau International d'Éducation.)

A First Course in Educational Statistics. By Prof. EDNA E. KRAMER. (12s. 6d. net. New York: Wiley. London: Chapman & Hall.)

The Educational System of England and Wales and its Recent History. By H. WARD. (7s. 6d. net. Cambridge University Press.)

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ENGLISH, POETRY, AND DRAMA

Beyond the Sunset: a Book of Explorers. By ELSPETH J. BOOG-WATSON and J. ISABEL CARRUTHERS. (Cloth Boards, 2s. Limp Cloth, 1s. 9d. Oxford University Press.)

In twelve chapters the writers tell fascinating stories of voyages and travels of exploration in all parts of the world. The book is well illustrated and should make a great appeal to young readers.

Imaginary Conversations. By W. S. LANDOR. Selected by T. EARLE WELBY, with an Introduction by C. WILLIAMS and Notes by A. C. WARD. (3s. Oxford University Press.)

Twenty of Landor's Imaginary Conversations appear in this attractive edition. Mr. Charles Williams has contributed a biographical and critical introduction of seven pages; and there are thirty pages of explanatory notes, which include an introduction to each of the conversations.

The Teaching of College English. Compiled by O. J. CAMPBELL. (6s. net. New York and London: Appleton-Century Co.)

This is an American attempt to throw light on an interesting but difficult problem. The (American) National Council of Teachers of English appointed a Curriculum Commission in 1930 to make this investigation. Owing to the greatness of the task, the Commission was divided into three groups—elementary, secondary, and collegiate. This is the Report of the third group (*i.e.* the college group) on the best current opinion concerning the teaching of English in college and university. The Report falls into two sections, dealing with *Problems in Undergraduate English Teaching* and *Problems in Graduate English Teaching*. In an able introduction to the first section Prof. O. J. Campbell suggests that teachers of English have perhaps yielded too much to the present belief in specialization. He points out that one of their chief duties is "to be certain that English establishes fruitful relationships to such other disciplines as science, the social sciences, religion, and philosophy." And he reminds teachers of English that literature is, "in a simple way, valuable vicarious experience for students." If they fail to discover any contacts with their own lives, in the books they read, those books are dead—so far as they are concerned. In this connexion, Prof. Campbell defends Milton and the writers of our classical age against readers who too readily find them dead. The seven chapters in the first section of the Report deal with *Articulation between School and College, Freshman English, First Course in Literature, English Majors, Honours Courses, English for the General Student*, and *English for Professional Students*. The second section contains two chapters, dealing with *The Master's Degree* and *The Ph.D. Degree in English*. Perhaps the most interesting feature of these chapters is the number of *Recommendations* scattered throughout. One of these recommendations is that no student should be admitted as a candidate for the Master's Degree until he has passed a qualifying examination in Latin, French, and German. "Knowledge of Latin, modern languages, other literatures, history and philosophy should be regarded as more important than a mere compendious knowledge of English literature." There is much in this Report that makes an interesting comment on the syllabus for the Honours degree in English in some of our own universities.

A Secondary School Course of Exercises in English. By E. E. ALLEN and A. T. MASON. Books I and II. (1s. 6d. each. Blackie.)

These two books contain work for four years. Each year's work is divided into two parts—grammar and composition. The exercises provide abundant material for school work.

(1) *Zoo Tales.* By T. H. GILLESPIE. First and Second Series. (6d. each. Oliver & Boyd.)
(2) *Scientific Tales for Children. Sunbeam and Moonbeam Tales.* By D. PONTON. (6d. Poole: The Wessex Press.)
(3) *The Copper-Gnomes.* By MABEL MARLOWE. (1s. Nelson.)
(4) *Outside the Guest-House (Tales from North-West India).* By G. BURNETT. (4d. Chambers.)

(1) To answer some of the many "Whys" and "Hows" of little visitors, as well as to interest children who are not within reach of a Zoo, the Director of the Zoological Park, Edinburgh, has written these booklets, which are full of information, conveyed in simple language, with some striking anecdotes of animals he has known. The illustrations are notably fine. (2) Quite a fund of information about the movements of earth and sun, about tides, eclipses, planets, and comets may be picked up by the child reading, solely for amusement, these artless and clever little tales. (3) The black-and-white illustrations are unusual and piquant, and add greatly to the attraction of these lively stories which are themselves lacking neither in point nor incident. (4) Children who like folk stories will delight in these ten novel translations from the Pashto. Particularly diverting are the wiles of Mr. and Mrs. Jackal in the first of them.

Practical Exercises in Spoken English. By H. CAVE. New Edition. (9d. Harrap.)

This is a most painstaking and practical little book, strongly to be recommended for use in every English class in any type of school.

(1) *Stories from World History.* Retold by ENID BLYTON. 1. *The Story of the Siege of Troy.* 2. *The Adventures of Odysseus.* 3. *Tales of the Ancient Greeks and Persians.* 4. *Tales of the Romans.* (Manila, 8d. each net. Limp Cloth, 10d. each net. Evans.)
(2) *The Heritage Story Books.* Arranged by A. G. HUGHES. *Giants and Dwarfs. Cats and Mice. Lions and Tigers. Wolves and Bears.* (Paper, 6d. each. Limp Cloth, 9d. each. Longmans.)
(3) *Story-Cards for the Five-Year-Olds.* By LUCY DIAMOND. Six Sets. (1s. net each set. Oxford University Press.)

(1) Firmly, if lightly, bound, clearly printed, and adequately illustrated, these Supplementary Readers are to be welcomed, since every child must be made acquainted with the classical stories here attractively retold in very simple language. (2) Each volume contains several stories, many adapted from Andrew Lang's famous series, others from *Aesop's Fables*. They are well told, and prettily, often very amusingly illustrated. The games and puzzles at the end are to be commended. (3) The tinted illustrations on every card of these six sets, each of which tells a complete story, are most attractive as well as artistic.

The Boat Train. By Fifteen Travellers. Edited by MARY AGNES HAMILTON. (5s. net. Allen & Unwin.)

A very varied collection of travel and adventure pieces based on what appeared originally as broadcast talks. There is no real unity of theme, for the only connecting link is that in each case an experience is recorded that starts in the experiencer's leaving London by one of the boat trains.

Arnold's Continuous Story Readers. Grade III. The Hidden River. By C. PRESCOTT. (1s. 3d.) *The Wrong Uncle Jim.* By CATHERINE CHRISTIAN. *Smuggler Island.* By G. B. RUTLEY. (1s. 4d. each.) (Arnold.)

English Study. By F. W. CHAMBERS. Books I and II. (Book I, 1s. 9d. Book II, 2s. Macmillan.)

Easier Passages in English for Interpretation. Selected by H. J. FINDLAY and Dr. H. J. L. ROBBIE. (8d. Oliver & Boyd.)

More about Peter, Jane, and Toby: a Second Word-Frequency Reader. By R. WILSON. (1s. 4d. Nelson.)

Story-Time Books. No. 42. *My, Why, and Mr. What.* By BRENDA GIRVIN. (6d.) No. 44. *Although he was Black.* By LUCY LAING. No. 45. *Terry and Starshine.* By AMY WHIPPLE. (5d. each.) No. 46. *My Neighbour's Shoes.* By AMY STEEDMAN. (6d.) No. 83 *Round the Wonderful World.* Part I. By G. E. MITTON. Reading Practice. No. 104. *Round the Wonderful World.* Part II. *From Suez to Singapore.* By G. E. MITTON. (6d. each. Nelson.)

Self Help in English Composition: Specially Written for Asiatic Students. By A. DESMOND. (1s. 6d. Macmillan.)

Further Reading Scenes from Famous Stories. Arranged by R. BENNETT. Books I and II. (1s. 3d. each. Blackie.)

Simplified English Grammar. By L. TIPPING. (2s. Macmillan.)

Ten-Minute Tales: Twenty-nine Varied Stories for Children. By ENID BLYTON. Second (School) Edition. (1s. 6d. Methuen.)

An Outline of English Phonetics. By Prof. D. JONES. Fourth Edition. (12s. 6d. net. Cambridge: Heffer.)

Spring of Youth. By LL. W. GRIFFITH. (3s. 6d. net. Constable.)

Australian Essays. Selected by Prof. G. H. COWLING and F. MAURICE. With an Introduction and Notes. (4s. 6d. net. Melbourne University Press in association with Oxford University Press.)

The Spanish Armada. By J. A. FROUDE. Edited by H. J. FINDLAY. (1s. 2d. Oliver & Boyd.)

An ABC of Punctuation. By A. A. LE M. SIMPSON. (6d. Oxford University Press.)

Readings from the Scientists: an Anthology. Selected and Edited by J. E. MASON. (2s. 6d. Macmillan.)

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Writing : Being a Practical Guide for all who seek to Express Themselves in Good English. By W. FREEMAN. (3s. 6d. Black.)

The Travels of David Livingstone. Selected and Edited by Dr. A. MITCHELL. (1s. 2d. Oliver & Boyd.)

A Modern English Course for Foreign Students. By C. E. ECKERSLEY. (3s. Longmans.)

J. M. BARRIE'S *Peter Pan* and *Wendy*. Retold by MAY BYRON. (Limp Cloth, 1s. 4d. Boards, 1s. 6d. University of London Press.)

The Laurel and Gold Series. Junior Plays I and II. Selected by J. R. CROSSLAND. *Robin Hood : a Play in Five Acts.* By A. NOYES. Senior Plays. Selected by J. E. MASON. *Peeps into Shakespeare.* Edited and Arranged by A. DREW. *Underneath a Mushroom : a Second Joy-Book of Juvenile Verse.* Compiled by J. R. CROSSLAND. *The Romantic Revival : a Collection of Representative Literature of the Period.* Made by E. COLLINS. *Forty More Tales.* By S. SOUTHWOLD. *Twelve Short Stories.* Selected by J. R. CROSSLAND. *The Twentieth Century Miscellany.* Chosen and Edited by A. E. M. BAYLISS. *Kidnapped.* By R. L. STEVENSON. (1s. each. Collins.)

Oxford Rapid English Readers. By Dr. L. FAUCETT. Series A. (Based on a Vocabulary of 500 Words.) 1. *Cinderella and Rapunzel.* 2. *The Good Little Men.* 3. *Robin Hood and Other Stories.* 4. *Nine Fables.* Series B (Based on a Vocabulary of 1,000 Words). 1. *Stories from English History.* 2. *New Testament Stories.* 3. *Stories of Rome.* 4. *Stories of Greece.* (Paper, 4d. each. Limp Cloth, 6d. each. Oxford University Press.)

The Broadcast Word. By Prof. A. L. JAMES. (7s. 6d. net. Kegan Paul.)

A Modern English Course for Schools. By A. M. WALMSLEY. (3s. 6d. University Tutorial Press.)

Katrina : a Ballad of the Kitchen. By A. V. HALL. (1s. Wynberg, Cape of Good Hope : The Rustica Press.)

Katrina, a lady "of pedigree improper," whose wistful, comely face beams upon us on the outside cover, is a coloured cook, treasure, and torment alike of a South African housewife. Her character is sketched with moving effect in a witty poem in ballad metre.

English Poetry and the English Language : an Experiment in Literary History. By F. W. BATESON. (6s. net. Clarendon Press.)

Mr. Bateson's experiment in Literary History is not altogether convincing. He makes a number of assertions, such as "Literary history, whatever it is, is not a department of literary criticism," and "Literary history presupposes by the fact of its existence a process of change." Or, again, "Literary criticism, unlike literary history, stresses the similarities, not the differences, between one writer and another." But statements such as these can scarcely be accepted as axiomatic. Nor can we all accept such dogmatic statements as "the ideals that Shakespeare and Sophocles personify have nothing whatever to do with their merits either as dramatists or poets." Mr. Bateson then quotes with approval Mr. T. S. Eliot : "In truth, neither Shakespeare nor Dante did any real thinking—that was not their job." If this be so, why trouble to do any real thinking at all ?

How to Present the Gilbert and Sullivan Operas. By A. O. BASSUK. (Cloth Bound, $2.50. New York and Brooklyn : The Bass Publishers.)

Though written primarily for amateurs in America, where, it would seem, the Gilbert and Sullivan operas are, at the present moment, even more popular than with us, this enthusiastically written work could not fail to be of equal service over here, especially in colleges and schools where acting is a regular feature of end-of-term and other entertainments, and where an orchestra, however small, is available. No item connected with the performance has been overlooked, and nothing could be more practical than the advice on the choice of the operetta, music, staging, and make-up. Almost a third of the book is devoted to "Plotting the Operas"—that is, giving tabular lists of the costumes and properties, and particulars of the scenery and lighting required for each separate play. The varied illustrations are a happy addition.

The Poets of Eton College (Founded 1440) : *Their Best Songs and Shorter Poems,* Selected, Edited and Arranged by J. GAWSWORTH. (5s. net. Rich & Cowan.)

The Poets of Harrow School (Founded 1571) : *Their Best Songs and Shorter Poems,* Selected, Edited and Arranged by J. GAWSWORTH. (5s. net. Rich & Cowan.)

The Poets of Merchant Taylors' School (Founded 1561) ; *Their Best Songs and Shorter Poems,* Selected, Edited and Arranged by J. GAWSWORTH. (5s. net. Rich & Cowan.)

These are three volumes in "The Public School Poets" series. Anthologies based on this idea are bound to make an exceptional appeal to very many old boys of these schools. The Eton anthology includes some eighty poets, among whom pride of place is naturally given to Shelley, whose poems occupy more than a quarter of the space. In the Harrow anthology forty poets are represented. Here, again, one poet is outstanding : of the 205 pages of poems, no fewer than 116 pages are given to Byron. A similar distinction is given to Spenser among the forty poets of Merchant Taylors' School here represented, for Spenser's poems fill just half the volume. For the rest the selection is of necessity somewhat arbitrary. The Editor has based his compilation throughout on the principle that the best version of a poem is the last corrected draft in its entirety, and hence the versions here printed often differ from those that appear in well-known anthologies, such as that of F. T. Palgrave.

The Voice of One : Labour Lyrics. By H. H. JOHNSON. (2s. 6d. net. Oxford : Blackwell.)

This is the third in a series of eight slender volumes in which the author is planning to publish his poems under the general heading of "The Voice of One."

(1) *Modern Poems for Children : an Anthology for School and Home.* By ISABEL and R. L. MEGROZ. (Paper, 2s. Cloth, 2s. 6d. net. Wisbech : The Fenland Press.)

(2) *The Enid Blyton Poetry Book : Ninety-Six Poems for the Twelve Months of the Year.* By ENID BLYTON. Second (School) Edition. (1s. 6d. Methuen.)

(3) *Paths to Parnassus. The Poets' Pageant.* Books I and II. Selected by J. D. CAMPBELL. (Book I, 1s. 3d. Book II, 1s. 6d. McDougall's Educational Co.)

(1) This is a most refreshing anthology, and the long list of authors to be thanked testifies to its extreme modernity. In it many lovely poems are to be found, and none that are trivial or tawdry ; but there runs through it a streak of preciosity which makes it more likely to appeal to the adult, or to the unusual child from a cultured home than to the average. (2) None of this verse will make excessive demands on the intelligence of the most ordinary child. The advice in "A Traffic Rhyme" is a sad reminder of the dangers of the roads. Page 65 presents an ingenious arithmetical puzzle in verse. (3) Contains a lively and varied selection of verse for pupils from about 11 to 14. The books are divided into groups according to subject, the shortest in each being that devoted to mirthful and satirical poems. In VI Lewis Carroll's inimitable "Hiawatha's Photographing" appears, as well as the witty "There Lived a King" of W. S. Gilbert.

The Critic. By R. B. SHERIDAN. Edited, with Introduction and Notes, by R. HERRING. (1s. 6d. Macmillan.)

King Richard II. By WM. SHAKESPEARE. Edited by L. ALDRED. (2s. 6d. Macmillan.)

Modern One-Act Plays from the French. Collected and Translated by VIRGINIA and F. VERNON. (7s. 6d. net. Allen & Unwin.)

Modern Poetry, 1922–34 : an Anthology. Selected and Edited by M. WOLLMAN. (2s. 6d. Macmillan.)

Antony and Cleopatra. By WM. SHAKESPEARE. Edited by G. BOAS. (2s. 6d. Macmillan.)

Julius Caesar. By WM. SHAKESPEARE. Edited by F. ALLEN. (2s. 6d. Macmillan.)

The Life of King Henry the Fifth. By WM. SHAKESPEARE. Edited by DOROTHY M. STUART and E. V. DAVENPORT. (2s. 6d. Macmillan.)

Hamlet. By WM. SHAKESPEARE. Edited by A. ALINGTON. (2s. 6d. Macmillan.)

Invitation to the Play : an Introduction to the Drama for Young Children. By MARY COUSINS. (Book I. 1s. Books II and III, 1s. 3d. Nelson.)

Producing School Plays. By E. F. DYER. (3s. 6d. Nelson.)

Practical Plays for Stage and Classroom. By L. DU GARDE PEACH. (1s. 6d. University of London Press.)

Modern Poems for Children : an Anthology for School and Home. By ISABEL and R. L. MEGROZ. (Paper, 2s. Cloth, 2s. 6d. net. Wisbech : The Fenland Press.)

The Excursion, Preceded by Book I of *The Recluse.* By WM. WORDSWORTH. Edited by E. E. REYNOLDS. (3s. 6d. net. Macmillan.)

The Coronation of Christ. By E. WERGE-ORAM. (1s. net. Allen & Unwin.)

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HISTORY

A History of the Roman World from 146 *to* 30 B.C. By Prof. F. B. MARSH. (15s. net. Methuen.)

Prof. F. B. Marsh of the University of Texas, is an acknowledged authority on Roman history. His book on *The Founding of the Roman Empire*, published nine years ago, is the standard work on that subject. The present volume—which had to be constructed so as to fill the gap between the treatises of Messrs. Scullard and Longden in Messrs. Methuen's seven-volumed series on the history of the Greek and Roman world—covers part of the same ground as its predecessor. It begins, however, at an earlier date, and it tells with admirable precision the tremendous stories of the Gracchi, Marius, Sulla, Pompey, Caesar, Antony, and Augustus. It is a noteworthy and most valuable work.

England during the Interregnum (1642–1660). By MARGARET JAMES and MAUREEN WEINSTOCK. (9s. 6d. net. Longmans.)

This volume is the ninth in the series of London Intermediate Source Books of History. It gives selections from original documents classified under the following heads—political, constitutional, religious, social, and economic, with a short supplement on Ireland. The classification is somewhat arbitrary, and there are too many short snippets. Such documents as the Instrument of Government should have been given in full.

Historical Association Pamphlet, No. 98. *Social Life in Scotland since* 1707. By Dr. G. S. PRYDE. (1s. Bell.)

A useful little leaflet based mainly on the volume entitled *Scotland* by Dr. Pryde, in conjunction with Sir Robert Rait, in Messrs. Benn's "Modern World Series." Teachers will find its concise statements valuable for class-work.

The Parallel Histories—Introductory Book B. A Book of Ancient History: From Minos to Constantine. By Dr. DINA P. DOBSON. (2s. 9d. Nelson.)

This fascinating and very able little book is a worthy sequel to Dr. Dobson's admirable *Book of Prehistory*, which we reviewed some time ago. With masterly skill it summarizes the main outstanding facts in the history of Crete, Sparta, Athens, and Rome, which the boy or girl in the junior school ought to know.

The Story of Cornwall. By A. K. H. JENKIN. (1s. 6d. Nelson.)

A delightful little county history, most lavishly and beautifully illustrated. How it can be produced for eighteenpence we cannot conceive; but at that price it should be placed in the hands of every schoolboy and schoolgirl in the "delectable duchy."

The Changing Face of Germany. By R. HASTINGS. (3s. 6d. net. Muller.)

An interesting account by a convinced and enthusiastic admirer of Herr Hitler of the extraordinary change for the better that has apparently taken place in Germany since January, 1933. The book is filled with important information, and it is well illustrated.

French Revolutions. By E. L. WOODWARD. (7s. 6d. net. Clarendon Press.)

Mr. E. L. Woodward, of All Souls' College, Oxford, here presents in the form of lectures, a brilliant study of French history during the period 1789–1871. He is concerned not so much to tell again the well-known story of the external events of the eighty years under review as to ask what were the causes of the revolutions of 1789, 1830, 1848, 1851 and 1871, and why these revolutions all failed to achieve the ends they had in view. His penetrating analysis is full of the wisdom with which history illumines politics.

The Grandeur that was Rome: a Survey of Roman Culture and Civilization. By J. C. STOBART. Third Edition, Revised by F. N. PRYCE. (10s. 6d. net. Sidgwick & Jackson.)

This well-known book, the companion volume to *The Glory that was Greece*, was first published in 1912. The special point of view from which it had been written is known to many of our readers. It was not written for the specialist—a fact, however, which did not imply that the author had not based himself upon original sources. And it was written in the belief that the literary tradition which carried Roman history only as far as the end of the Republic did not do justice to the reality of Rome's influence upon civilization. And it was Rome's contribution to the lasting welfare of mankind which guided the author in his choice and treatment of material. This third edition had been planned before the author's untimely and lamented death, and the necessary revision both of the text and of the illustrations which form so fine a feature of the book, has been completed by Mr. F. N. Pryce. We are glad to see that so excellent a book has that renewal of life which it certainly deserves.

The Growth of Stuart London. By N. G. BRETT-JAMES. (25s. net. Allen & Unwin.)

This is an altogether charming and delightful book, the fruit of infinite pains, and an obvious labour of love. It is introduced in an appreciative foreword by the ex-Lord Mayor, Sir Charles Collett. It covers the most critical century in the history of London. Successive chapters treat of the Stuart attempts to stop the ominous growth of the city; the formation of big estates along the Strand; the development of Piccadilly and St. James's; the great influx of foreigners; the effects of the civil war, the plague, and the fire, and so on. The illustrations and the maps are superb and most illuminative. Every London library must possess a copy of the book, and so should every patriotic Londoner who can possibly raise the necessary and well-merited twenty-five shillings.

Queen Elizabeth and her Subjects. By A. L. ROWSE and G. B. HARRISON. (5s. net. Allen & Unwin.)

This volume consists of an essay on the Elizabethan Age together with a series of broadcast talks—five by Mr. Rowse and four by Dr. Harrison—dealing with the great queen and her leading subjects. The most important sketches treat of Burghley, Sidney, Essex, Marlowe, Raleigh, and Cardinal Allen. A slight but attractive book illustrated by a set of excellent portraits.

History Teaching in Schools: a Handbook for Teachers in South Africa. By Prof. A. F. HATTERSLEY. (5s. Longmans.)

A concise and able study which, although primarily treating of the problems of the teacher in South Africa—where the historic past is dim and where relics of antiquity are non-existent—nevertheless is full of suggestion for teachers in Great Britain. It discusses the aims of the history teacher, his materials, his methods, his aids, and so on. We cordially commend it.

The Treaty of Versailles and After. By LORD RIDDELL, Prof. C. K. WEBSTER, Prof. A. J. TOYNBEE, Prof. D. SAURAT, Baron WERNER VON RHEINBABEN, Senatore F. DAVANZATI, Mrs. M. TAPPAN HOLLOND, THE MARQUESS OF READING, Sir NORMAN ANGELL. (5s. net. Allen & Unwin.)

This exceedingly interesting and valuable book is based on a recent series of broadcast talks. Its value consists in the fact that it not only conveys a large amount of authentic information, but also presents every important variety of opinion from the extreme French to the extreme German.

A Junior History of Australia. By A. L. MESTON. (1s. 9d. net. Oxford University Press.)

An excellent sketch in the brief compass of 126 pages of the romantic story of Australia's development during the century and a half that have elapsed since the first white man set foot upon its shore.

Living India. By Lady HARTOG. (3s. 6d. net. Blackie.)

The Kingsway Histories: for Seniors. By E. W. WILLIAMS. Book One. *From Roman Britain to* 1485. (Manila, 1s. 9d. Cloth, 2s.) Book Two. *The Tudors and Stuarts.* Book Three. *George I to the Battle of Waterloo.* Book Four. *The Nineteenth Century and Modern Britain.* (Manila, 2s. each. Cloth, 2s. 3d. each. Evans.)

School principals with blind pupils who will complete their training at Easter should send in immediately to the National Institute for the Blind any recommendations for gifts from the Henry Stainsby Memorial Fund. The gifts consist of Braille typewriters, Braille watches, Braille books, and special apparatus likely to be useful to a blind person about to "start in life."

* * *

To commemorate the twenty-five years' reign of Their Majesties King George V and Queen Mary, the OXFORD UNIVERSITY PRESS has issued a number of Commemorative Editions of Oxford Bibles and Prayer Books with Hymns. A special feature of these books is the inclusion of three beautiful collotype portraits of Their Majesties. Two of these portraits were taken recently, and the other is a joint portrait of the King and the Queen which was taken at the opening of Parliament in 1910. The volumes, which also contain a loose presentation plate printed in silver, are ornamented with a beautiful specially designed emblem, consisting of a crown and the royal cypher, on the side. The cloth-bound, moroccoette, and leather books are obtainable in shades of red and blue, and some in purple. A select list of these editions can be obtained on application.

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MODERN LANGUAGES

Two French Plays. Edited by N. W. H. SCOTT. (2s. Macmillan.)

As Mr. Scott says in his preface, it is surprising that so few modern plays are read in schools. The older dramatists are often edited for advanced pupils, but their speech is not the speech of to-day. Whereas the modern drama is an excellent means of acquiring a familiarity with current conversational expressions. Many examiners lay stress on these, and do not give such prominence to narrative. In addition a play is always shorter than a story, and the denouement is reached before boredom begins. These two plays could both be read in less than a term by a middle form. *Le Pacha* by René Benjamin is an amusing story of a young man spoilt by his mother and then by his wife. *Monsieur Lambert* by Max Maurey is more amusing, and the old trick of shutting up a sane picture-dealer in a home for neurasthenics will always raise a laugh among younger pupils and cause interest in the work. There are a few notes and a complete vocabulary.

Studies in French Intonation. By HÉLÈNE N. COUSTENOBLE and LILIAS E. ARMSTRONG. (10s. 6d. net. Cambridge: Heffer.)

Mademoiselle Coustenoble and Miss Armstrong, who are well-known members of the phonetic staff at University College, London, have compiled a very thorough and conscientious study of intonations in French. This is a very subtle subject, and we all know foreigners who after twenty years have never conquered English intonation. By an ingenious form of printing and a multitude of diagrams they succeed in describing all the various forms of emphasis. They suggest that the book should be worked through with a teacher from Northern France, as the intonation of the *méridional* is often different. This book is chiefly intended for English teachers of French and for those interested in phonetics. The average learner will still be satisfied with a visit to France during which he will attempt to imitate the French sounds he hears.

La Vie Commerciale: an Introduction to Commercial French Covering all the Usual Operations of a Business House and Commercial Correspondence. By P. G. WILSON, Prof. F. HERBERT, and Prof. J. HERBERT. (3s. 6d. net. Pitman.)

Mr. Wilson has been disappointed with the ordinary textbook on "Commercial" French. A set of disconnected letters he finds dull, and it leads nowhere. In order to produce something more attractive and useful he has grouped his work round a central figure, Jacques Lefèvre, who applies for a post, interviews an employer, is initiated into business, becomes a traveller and dispatches goods by road, rail, sea, and air. To this are added essays on special branches of commerce. Each lesson consists of a French text to be translated, a questionnaire, an exercise to be translated into French connected with the French text, a reading exercise, and a vocabulary. In short a distinct advance on the usual type of commercial manual.

A Practical Book of French Idioms. By E. SCHAERLI. (1s. Harrap.)

Essential French Idioms and Families of Words: for Middle and Higher Forms. By C. H. LEATHER. (1s. Dent.)

Both these books would be valuable in a middle form. Ten minutes given to questioning on a page would add to every pupil's vocabulary, and many of the phrases are useful for free composition and give to it a French appearance, so different from the usual Anglo-French jargon. Mr. Schaerli groups his lists round the verb, Mr. Leather places them in order of difficulty. They both include phrases that can scarcely be regarded as idioms.

French Verb Conjugation. By A. WATSON BAIN. Third Edition. (1s. 6d. Methuen.)

For those pupils who find difficulty with their verbs, this book will prove a great help. That this is so is shown by a third edition having been called for. Each tense is given in full, and the arrangement is clear to the most stupid.

Elementary German Composition. By W. RIPMAN. (1s. 6d. Dent.)

All Mr. Ripman's books display the hand of the expert teacher and examiner; he was among the first to insist that a school book need not be a thing of ugliness. In this book we have seventy pieces of English to translate into German; they extend from easy pieces to those suitable for Matriculation. A vocabulary is provided which gives the exact word required by the text, and saves time by avoiding the use of a dictionary. Teachers are divided as to whether help should be given in footnotes or not. In this book they are given.

La Gerbe D'Or. Choix de Poésies Françaises recueillies et annotées par Dr. F. A. HEDGCOCK. I. Élémentaire. (1s. 6d.) II. Moyen. (2s.) (University of London Press.)

It is not surprising to find Dr. Hedgcock insisting on the value of French poetry in any normal scheme of a complete comprehension of the language. He is evidently opposed to books which contain the first thousand words only, for they must be artificial, and he recognizes that a pupil cannot bring French verse within the rules of word-frequency. He would be opposed to omitting verse from the School Certificate: the pupils who can only master "commercial" French should have a separate examination. These remarks are suggested by the author's interesting preface; he includes seventy poems in his elementary book and seventy-two in the intermediate one. Naturally those in the latter are longer. He has thrown his net widely and avoided as far as possible the regular pieces so often included in anthologies—Jamin and Rimbaud, Pain and Guigou, will be fresh to most of his readers. He gives Haraucourt's "Rondel de l'Adieu," which is well known, and as well he gives the clever answer to it by Louis Tiercelin on opposite pages. Nor does he omit the "Carcassonne" of Gustave Nadand. There are notes in French explaining the difficult words and phrases; altogether two very attractive little collections.

Foundations of French on the Direct Method. By S. HEMSLEY. (Pupils' Book, 2s. Teachers' Book, 2s. net. Cambridge: Heffer.)

Those teachers who prefer to start with the phonetic method will find these two books exactly what they require. The pupils' book provides the materials, the teachers' book shows how these should be used.

Unterhaltende Erzählungen von Rudolf Baumbach, Roda Roda und andern. Eight Short Stories adapted and edited, with Exercises, by H. COOPER. (2s. 3d. Bell.)

Another sample of Mr. Yandell's well-chosen and well-produced series. This one is suitable for the third stage—pupils of 15 to 17. There are fifty-two pages of text and eighty-three pages of exercises, questionnaires, and vocabulary. This should prove to be sufficient for two terms' work.

Deutsch durch das Diktat. By Dr. N. ATKINSON and I. G. ANDERSON. (1s. 3d. Dent.)

Sixty-five graded extracts for dictation with exercises on grammar and idiom. They are intended to be prepared first and corrected immediately by the pupils themselves from the printed text.

The Linguists' Review (1s.) published by the Institute of Linguists, 10 Ludgate Hill, E.C. 4, should prove useful to both teachers and students of modern languages. The Linguaphone Institute (24 High Holborn, W.C. 1) is offering a course for a week's free trial.

A French Course. By G. J. G. TAYLOR and W. H. CARHART. Second Year. (2s. 6d. Blackie.)

The second year of this course, of which we have already spoken. The foundation of each of the twenty-one lessons is a story about a French writer. Insistence has been laid on the common irregular verbs, correct use of pronouns and other grammatical points which present difficulties. The matter seems scarcely sufficient for a whole year's work, but that depends on how many hours a week are allotted to the subject.

A Businesslike Spanish Course. Part II. By I. L. GUIBARA. (3s. 6d. Macmillan.)

Essential French Idioms and Families of Words: for Middle and Higher Forms. By C. H. LEATHER. (1s. Dent.)

German Idioms. By E. SCHAERLI. (1s. 3d. Dent.)

Elementary German Composition. By W. RIPMAN. (1s. 6d. Dent.)

A Senior French Drill Book. A Junior French Drill Book. By M. F. DUFOUR. (1s. 6d. each. Black.)

L'Italia nel Passato e nel Presente: Letture storiche e notizie sull'Italia Contemporanea. By G. CAPOCELLI. (4s. 6d. Harrap.)

Short Stories from Palacio Valdes. Edited by Dr. A. SHAPIRO and F. J. HURLEY. (3s. Harrap.)

School Certificate French Revision Book. By K. C. BRUCE. (1s. 6d. Dent.)

An Approach to French Poetry. By RUTH HARRISON. (3s. 6d. Gollancz.)

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PHILOSOPHY AND PSYCHOLOGY

Coleridge on Imagination. By Dr. I. A. RICHARDS. (8s. 6d. net. Kegan Paul.)

These chapters have grown from a course of lectures delivered by Dr. Richards in Cambridge. They examine in detail Coleridge's *Theory of Imagination*, and may be recommended to those students who are prepared to undergo the intellectual labour of following the thought of Coleridge in his philosophical criticism.

The Search for Truth. By Prof. E. T. BELL. (7s. 6d. net. Allen & Unwin.)

This book, written by one who has occupied the position of president of the Mathematical Association of America, we have found a most uncommon combination of humour and learning, wit and wisdom. The long story of the quest for truth is told under a series of chapter headings, each of which is a mystery until one begins to read the chapter. We give an example which will appeal at once to any school teacher. The cowboys, says Prof. Bell, have a way of trussing up a pugnacious bronco which fixes the brute so that it can neither move nor think. This is the hog-tie, and "it is what Euclid (330–275 B.C.) did to geometry. His *Elements* were so nearly perfect a performance for the age in which he lived that it took some countries of Europe till the year 1900, or shortly after, to get elementary geometry untied." Russell and others have shown how full of specious fallacies the *Elements* were, and others have shown what an inadequate training in reasoning is obtained by beginning with a few supposedly certain axioms and postulates and proceeding in purely deductive fashion. But the man who first loosed the "hog-tie" which Euclid had put on geometry was Descartes, who "got the poor numbed beast to its feet again on the tenth of November, 1619. His great inspiration came to him when he was in bed, as usual." He showed that we had never paid half enough attention to the simple-looking assumptions of Greek geometry. He changed all this, and "already non-Euclidean geometry was dimly discernible just rising above the horizon." We have given a brief and we fear an inadequate rendering of one example of Prof. Bell's style. But no reader who is interested in modern tendencies, philosophical and scientific, should miss this fascinating book.

Problems of Destiny. By W. R. PATERSON. (7s. 6d. net. Watts.)

The series to which this book belongs—"The Library of Science and Culture"—aims at giving the ordinary educated reader a picture of the world, both of thought and of action, as science is shaping it. It aims at the application of scientific method to every phase of human culture, showing, or attempting, to show, how science has evoked new conceptions in history, ethics, philosophy, religion, and so on. The writer of the present volume begins by intimating that he means to call a shark a shark, and that he finds it impossible to reconcile the doings of Nature with any beneficent plan. In every cosmos there is a hidden chaos. Evil is a necessity; there could be no drama if all its characters were passionless and pure. Freedom is a mirage, seeing that the biological chain of heredity produces effects which are inevitable. Education is merely the attempt of the older generation to force its notions on the younger. To some readers the book so far may be rather depressing, not less so because of its cogency and sincerity. They will, perhaps, brighten up when they come to the author's conception of morality, as a turning away from the ignoble and disgraceful, as an artist turns away from what is ugly; and to his rule of conduct—act nobly, the highest morality being a sort of spiritual *savoir vivre*. We can't help pursuing pleasure, but in its pursuit moderation is the saving word. There is no necessary harm, but rather a great propelling power, in illusions, including the illusory belief in immortality. And death, so far from being the last enemy, is the last friend—for who knows from how many evils it delivers us? The author does not expect even the unprejudiced reader to agree with him at all points, and in this he will not be disappointed. But he has at any rate produced an extremely well written and a most temperate explanation of where the scientific method seems to be leading us. But is the scientific method the last word? That is a question which we must leave to the reader.

Plato's Theory of Knowledge: the Theaetetus and the Sophist of Plato, translated with a Running Commentary, by Prof. F. M. CORNFORD. (15s. net. Kegan Paul.)

Prof. Cornford's translation of the Theaetetus and of the Sophist is not continuous. Comment and explanation are interpolated in the text when and where they are needed. He has no compunction about breaking the artistic unity of each of the dialogues, since the meaning in this case is more important than the form. His method is justified by its success. With great skill he not only interprets each portion of the dialogues, but, looking backward and forward, sets it in the context of the whole. Moreover, his method enables him to show the positive and negative contributions of particular passages to Plato's theory of knowledge, and what that theory is becomes increasingly manifest with abundant references to other dialogues and critical exposition of them. There is one theme which in all its ramifications is developed with remarkable grasp and lucidity. Thus, as the author claims, the book may be read straight through. His judgments are independent and based on a wide scholarship everywhere apparent. This thorough and illuminating translation and commentary may be warmly recommended to the two classes of readers whom Prof. Cornford has in mind—students of philosophy with insufficient Greek to read the originals easily, and scholars already familiar with the dialogues.

The Magic of Common Sense. By G. F. WATES. Second Edition. (3s. 6d. net. Murray.)

The Creed of Kinship. By H. S. SALT. (5s. net. Constable.)

Achievement Tests in the Primary School: a Comparative Study with American Tests in Fife. By G. MACGREGOR. (5s. net. University of London Press.)

Studies in Vocational Guidance. V. *A Vocational Guidance Research in Fife.* By Dr. F. M. EARLE and J. KILGOUR. (4s. 6d. National Institute of Industrial Psychology.)

Here are accounts of two interesting pieces of research carried out in Fife. The first, published by the Scottish Council for Research in Education, reports a comparison between Fife children and American standards, made by means of a battery of tests in reading, arithmetic, and spelling. The results showed that in general level of achievement Fife 11-year-olds are sixteen months ahead of American children of the same age, the superiority appearing especially in arithmetic and spelling. It was also shown that this lead was present at the age of 7, and the investigators came to the conclusion that the superiority is mainly due to the fact that in Fife children enter school a year or fifteen months earlier than in America. They therefore consider that this early admittance is educationally sound. The second investigation was made by the National Institute of Industrial Psychology, in a piece of work which has resulted in much valuable information for all interested in vocational guidance. Two of the most important points discussed in the present publication are the ages at which vocational tests can most usefully be given, and the minimum standards of general and special abilities required in various occupations.

A Life of One's Own. By JOANNA FIELD. (7s. 6d. net. Chatto & Windus.)

This is an interesting and unusual book. With simplicity and sincerity, and an admirable mixture of frankness and reserve, the author records a seven years' study in the art of living. She set out to discover the conditions under which she achieved moments of happiness in her everyday life, and to analyse the causes underlying her failures. By practising a kind of auto-analysis she learnt many things about her own ways of thinking and perceiving, things which surprised her so much that she thought the methods she adopted might help others to discover their true selves and to set up their own standards of values. Though she gives the solution she found for her own problems, she makes no attempt to dogmatize for others, and though she is widely read in modern psychology, she makes no parade of her learning and her style is pleasingly free from technical terms.

Psychology and Health. By Dr. H. BANISTER. (7s. 6d. net. Cambridge University Press.)

Psychology for Everyman (and Woman). By A. E. MANDER (1s. net. Watts.)

Child Psychology. By Prof. G. D. STODDARD and Prof. B. L WELLMAN. (10s. 6d. net. New York: Macmillan.)

The Personal Secretary: Differentiating Duties and Essential Personal Traits. By F. G. NICHOLS, with the aid of SALLY W. WISSMANN. (8s. 6d. net. Cambridge, Mass: Harvard University Press. London: Oxford University Press.)

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SCIENCE

A Key to the Stars. By R. VAN DER R. WOOLLEY. (5s. net. Blackie.)

What may be termed the speculative side of astronomy has been dealt with in brilliant style during recent years by Sir James Jeans, Sir Arthur Eddington, and other writers. Dr. Woolley, who is Chief Assistant at the Royal Observatory, Greenwich, is mainly concerned in this little book with observational astronomy rather than with mathematical conceptions or metaphysical mysteries. He begins, for example, with a very instructive account of the principles and methods of determining time and longitude. The chapters which follow are devoted to the solar system, the distances, temperatures, and composition of the stars, galaxies, and nebulae, and a short description of important observatories. To readers who desire to be introduced to the starry heavens, and to know how knowledge has been, and is being, ascertained concerning them, the book may be highly commended.

The Spirit of Chemistry: an Introduction to Chemistry for Students of the Liberal Arts. By Prof. A. FINDLAY. (10s. 6d. net. Longmans.)

Prof. Findlay quotes on his title-page the pregnant words of Samuel Brown: "Facts are the body of science, and the idea of those facts is its spirit." One of the most difficult tasks of the teacher of science is to bring his pupils to appreciate this truth; yet it is a task that must be accomplished if he is to produce men of science and not mere mechanics. Perhaps the most useful ally of the teacher in the last few years has been Sir Richard Gregory's fine book, *Discovery: The Spirit and Service of Science*, and we can pay Prof. Findlay no higher compliment than to say that what Sir Richard has done for science as a whole, the *Spirit of Chemistry* is doing for that special branch of science to which it is devoted. The scope of the book has become so generally known, since its first appearance in 1930, that a description is here superfluous. In this new edition a good deal of additional matter has been included, and even such recent discoveries as deuterium and heavy water receive due mention. No one interested in science, and especially no student of chemistry, should fail to add Prof. Findlay's book to the shelf of his best-read volumes.

A Chemical Exercise Book. By R. H. GIBBS. (6d. Arnold.)

This is a reprint of a useful little book previously reviewed in these columns. It affords a quick and convenient method of testing a pupil's knowledge of elementary chemical facts by short questions requiring brief answers.

Advanced Surveying: a Textbook for Students. By Prof. A. H. JAMESON. (12s. 6d. net. Pitman.)

This book, by the Professor of Civil Engineering in King's College, London, is intended for students who have completed an elementary course of surveying and have some knowledge of geometrical optics and the calculus. A large number of worked examples suitable for the Final B.Sc. examination have been included. There is a fairly long chapter on mathematical methods followed by an account of elementary astronomy. The theodolite and level are next described, and methods of determining latitude, azimuth, time, and longitude are discussed. The curvature of the earth and its effect on surveys and levels are dealt with in detail. Finally, three chapters deal with a number of practical problems of great importance in Surveys. This should prove a useful textbook.

An Introduction to Atomic Physics. By Dr. J. THOMSON. (10s. 6d. net. Methuen.)

Progress in atomic physics is taking place at so rapid a rate that writers of textbooks are in danger of finding their work out of date before it is published. Dr. Thomson, who is a lecturer in the University of Glasgow, is fortunate in having been able to include in this introduction to the subject an account of the most recent advances in connexion with the planetary electrons and the nucleus of the atom. The discovery of the neutron has been of great importance in the study of nuclear physics and this is described in one of the earlier chapters. The book is an excellent one and the balance between experimental and theoretical work is well preserved. "A good knowledge of elementary classical physics and mathematics is presupposed, but the less well-known mathematical functions are introduced in such a way that no knowledge of their properties is assumed." The work is divided into three parts dealing with the experimental basis of the subject, the theory of atomic structure (including the Bohr atom and also wave mechanics), and radiations of various types. The book is warmly recommended for advanced students of chemistry as well as physics, and deserves to be widely used.

Useful Aspects of Geology: an Introduction to Geological Science for Engineers, Mining Men, Prospectors, and all interested in the Mineral Industries. By Dr. S. J. SHAND. Second Edition, Revised and Amplified. (6s. net. Murby.)

This book, written in simple language, is one which for the most part can be easily understood by the beginner in geology. It describes how the age of one deposit with regard to another is determined, and goes on to discuss the flexures and fractures to which rocks are liable. Then come discussions about igneous rocks, the minerals which make them up, and mineral deposits which are connected with them. Sedimentary rocks come next and the sedimentary mineral deposits, and then building materials, water-finding and oil seeking, each have their turn. The book will certainly be of use to many who are interested in the finding, working, and using of minerals.

An Introduction to Stratigraphy (British Isles). By Dr. L. DUDLEY STAMP. Second Edition, Revised throughout, and enlarged. (10s. net. Murby.)

A second edition of this geology is most welcome. It is a useful book to put into the hands of the student and it will act as a guide to him in his reading, as there are numerous references to original papers. Whenever the author treats of a point, about which geology has not yet made up its mind, he is careful to quote the differing views. The maps and sections are many and clear. Occasionally the book shows signs of hurry in its compilation: on one page the reader is told that after the Ordovician period there was only a small amount of volcanic activity until the Devonian period, and that was in the Silurians of South Wales and the Mendips, but later we read of a large volcano in Kerry which was active up to Lower Ludlow times. Towards the end of the book it is stated that neolithic man belonged to a round-headed race and was buried in round barrows. Of course, he was long-headed and used long barrows, and it was his successors, the bronze age men, who were round-headed and used round barrows.

The Torch of Life: First Steps in Sex-Knowledge. That Youth may Know. Sex-Knowledge for Adolescents. By Dr. F. H. SHOOSMITH. (2s. 6d. net each. Harrap.)

As the sub-titles indicate, sex-instruction is the purpose of these two books. The former traces the modes of reproduction upwards from algae to angiosperms; and again from Hydra, through the chief invertebrate and vertebrate classes, to mammals; and emphasizes the growth of parental care as higher forms were evolved. The first two chapters of the latter are a modified presentment of the other book; while the two last are devoted to the phenomena in man. The treatment in these is very plain spoken and full, and at the same time lofty in aim. On this "difficult" subject no better book is known to us.

Elementary Light. By W. F. F. SHEARCROFT. Part One. (1s. 6d. Dent.)

Elementary Botany. By A. P. GRAHAM and Dr. E. J. HOLMYARD. (2s. 6d. Dent.)

Elementary Microtechnique. By H. A. PEACOCK. (5s. 6d. net. Arnold.)

An Introduction to the Modern Theory of Valency. By Dr. J. C. SPEAKMAN. (4s. 6d. net. Arnold.)

Scottish Folk-Lore and Folk Life: Studies in Race, Culture, and Tradition. By D. A. MACKENZIE. (10s. 6d. net. Blackie.)

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(Continued on page 254)

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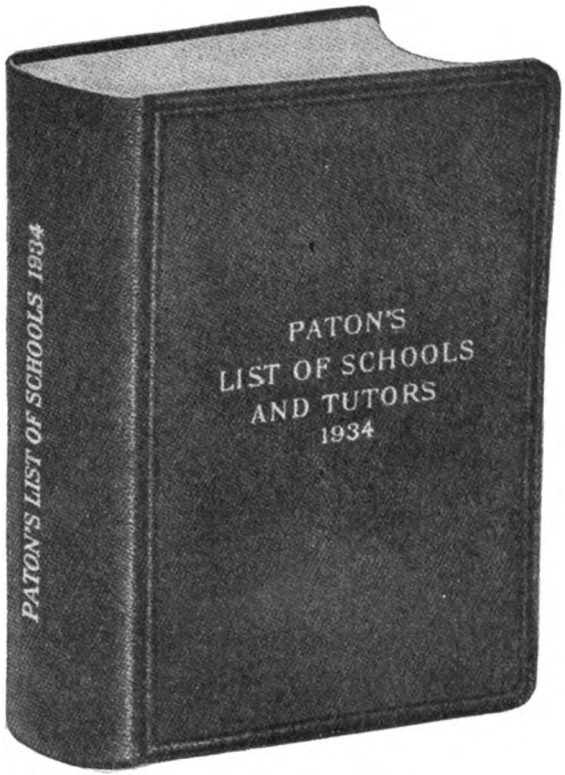

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University of London. *Regulations for Inspection and Examination of Schools*, 1936. (6d.)

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* * *

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University Entrance Scholarships: Subjects and Standards

IV.—GEOGRAPHY

By Dr. E. D. LABORDE, Harrow

THE most conspicuous feature in geography entrance scholarships to the universities is their relative scarcity. Of the older institutions, Oxford offers no regular scholarship or exhibition in the subject, while Cambridge boasts of but one. True it is, that certain colleges are sometimes willing to throw open *pro hac vice*, to geography candidates, scholarships which are usually reserved for other subjects; but this happens too irregularly and infrequently to encourage a constant stream of good candidates in geography. At the metropolitan University, where geography was a recognized subject long before it assumed its proper place at Oxford and Cambridge, and also at the newer provincial universities, there is a tendency to require that geography should be taken in entrance scholarship examinations in conjunction with one or more other subjects which are not always obviously cognate with it.

There are, of course, a number of State scholarships which are competed for by means of certain Higher Certificate examinations, and, since a candidate may present himself in any of the major subjects, the young geographer finds an opening here. But there are two restrictions to free competition. Only pupils at "recognized secondary schools" are eligible, and, secondly, in view of the difficulty of deciding between the merits of various subjects, a more or less definite quota is recognized in practice. Geography, being a late comer in the field of scholarship examinations, does not get anything like its fair share of awards allotted to it.

It is curious to have to record this absence of recognition in the oldest of human studies. Among primitive peoples geography reaches a comparatively high pitch of development, witness the gridiron maps by means of which the Polynesians used to find their way across hundreds of miles of empty ocean; the detailed plans which the Eskimos readily draw in the snow for the direction of travellers in the Arctic; or the drawings on skin which are occasionally found among the nomadic tribes of Central Asia and which serve not only as guides from pasture to pasture, but also as a kind of cadastral document delimiting the boundaries of their ranges.

Geography was early recognized in the legend and literature of ancient Greece. Much of Greek mythology, borrowed from the Phoenicians, contained in a peculiar Eastern form—seen again in the adventures of Sinbad the Sailor—an outline of contemporary knowledge of Mediterranean geography. If the *Iliad* is historical in character, the *Odyssey* may be claimed as one of the first of "travel books." As literature took definite shape, Anaximander and Hecatæus produced works on geographical themes. Herodotus, who followed them, can with much justice be claimed as one of the early geographers, though he is often termed "the father of history." As might be expected of a maritime people, the Greeks never lost their love of studying the problems of the shape and size of the earth, the methods of denoting position by means of co-ordinates, the description of foreign lands, and so on. During the palmy years of the Roman Empire, Alexandria was the headquarters of geographical study.

While the Greeks were philosophical in their outlook, the Romans were intensely practical. Caesar's *Gallic Wars* clearly prove that the great general's grasp of the topography and human geography of Gaul was complete, and it may be presumed that Scipio and other leaders possessed a comparable knowledge of Spain and other provinces of the Roman Empire in which they conducted successful campaigns. Without that knowledge, their strategic successes could scarcely have been as great as they were. In spite of all this, the Romans cared little for written descriptions of country. Their scholars were mere imitators of the Greeks, and the characteristic Roman contribution to the history of geographical learning was the *Itinerarium*, or route map.

When Europe recovered from the Dark Ages, the impetus to geographical discovery became tremendous. During the relatively short period of the Age of Great Discoveries, European travellers penetrated into every ocean and fixed the outlines of the geography of the world. But the accumulation of facts proceeded with such rapidity that it defied assimilation. Practical knowledge of capes and bays assumed undue prominence, since the former were the navigators' landmarks and the latter his havens. The shipmasters' business was to know where they could find cargoes of ivory, gold, or tobacco—facts which were sometimes kept as trade secrets. Travellers saw so much that was new and wonderful that their minds were thrown out of gear, and their narratives dwelt upon "anthropophagi and men whose heads do grow beneath their shoulders" rather than upon more commonplace, if truer, matters. This glamour accounts perhaps for the mirage effect of stories like those of Sir John Mandeville, but its influence is also noticeable in the writings of men like Columbus and Raleigh.

Not until the beginning of the nineteenth century was there any attempt to organize geographical knowledge. The foundations laid by Humboldt and Ritter were afterwards built upon by Reclus and Vidal de la Blache. But only the biggest minds grasped the proper treatment of scientific geography. The little men could not see the wood for the trees and thus gave to the world the popular idea that geography was a conglomerate formed of pieces taken here and there from various natural sciences. It is this fallacy which has been, during the last forty years, the greatest

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stumbling-block to the progress of geographical teaching in English schools and universities, where the subject has been regarded as comprising snippets of natural sciences badly taught, while the fault really lay in the practice of many headmasters of placing the teaching of geography in the hands of teachers with the wrong outlook.

The War of 1914–18 showed the importance of geographical knowledge. By moving vast numbers of men out of their home areas, and giving them an opportunity of seeing much of their own country as well as some of France and perhaps Egypt, the Balkans, India, and East Africa, it impressed them with their ignorance of the world in which they lived. Tens of thousands of men learnt for the first time how to handle a map. Unfamiliar scenery aroused thought concerning the whys and wherefores of the unfamiliarities. Peculiar adaptations to climate and other environmental factors attracted attention and indeed forced themselves upon the interest of the troops who fought in deserts and tropical forests. Mistakes and delays caused by ignorance of elementary geographical facts occurred at army headquarters, involving loss of life and missed opportunities. And the demobilized armies returned geographically minded and with considerable additions to their stock of knowledge. A wide public opinion in favour of geographical study was thus formed, while many of the ex-soldiers, returning to their teaching posts, determined to present the subject in a new form.

The study of man in his environment having been thus established, the progress of geography was furthered by the need for planning which was forced upon industry by the new economic conditions. Before the War, business houses in this country took no trouble to please the foreigner. England had almost a monopoly of manufactures, and the industrialists could afford to let the overseas buyer come to them for their wares. Conditions were now changed. The English manufacturer was forced to study his sources of raw material in order to get the best and to cut down costs. The salesman was obliged to look for his markets and so discover the needs of his customers abroad. The tendency which showed itself in the integration of industry at home, became a national effort of trade in foreign lands. A world view of commerce became necessary. Geographical knowledge was no longer a mass of technical detail as to routes, ports, and the like, which it was the proper and peculiar duty of routine clerks to know and to act upon. It became part of the data on which the captain of industry based his plans, and in order to be so used it had to become part of his mental make-up.

It cannot be claimed that leaders of commerce have had an adequate training for the purposes of world, or regional, thought. But most of them now recognize their deficiencies and demand a quantum of geographical training in the recruits who enter their firms. A search through the published requirements for entry to various careers shows that geography is demanded for banking, insurance, exchange banking, journalism, secretaryships, railways, and most forms of commerce, while it looms largely in the examination for the Home Civil and other services under the Crown. No other branch of learning is so widely demanded. In the future, therefore, a growing development of facilities for the study of geography may be expected, and among them entrance scholarships to the universities will certainly figure.

We are therefore concerned here not so much with existing entrance scholarships to the universities, as with those which will come into being in the not very distant future. At the moment, the standard of the examinations for such scholarships is set by the Higher School Certificate, since this is the medium employed for the award of State grants. The same standard is affirmed in the printed notice of the scholarship of the one Cambridge college which offers awards to geography candidates. It seems, in fact, to be the level aimed at in all the universities. And, so far as it can be measured, it is a fair standard. Schoolmasters usually consider that a boy who has gained a " distinction " in the Higher School Certificate is capable of winning an open scholarship to the university in his subject, and many schools use the Higher School Certificate Examination as a preliminary test of the ability of their sixth forms.

But the standard of an examination depends largely on the candidates. No one has discovered a satisfactory means of measuring achievement in written examinations, and those who have had the greatest experience in the conduct of large public examinations assert that the only stable method of fixing the pass or other standard mark is to arrange that a certain percentage of the candidates should be placed above or below the qualifying point. The marking performed by the examiners is thus merely a method of reaching an order of merit, so that those scripts which are to be placed above the index may be determined.

A necessary condition of the proper working of the system is that there should be a large number of candidates. Where, as in the Higher School Certificate Examinations, the number of candidates is not large, the examiners are forced to rely on a mental picture of imaginary scripts which just reach the index standard, the pass or the " distinction " mark. They are also helped by their recollection of answers sent up in former examinations. But it has been proved beyond doubt that these imaginary " model " papers vary not only in the minds of different examiners, but even in the mind of a single examiner at different times. When the candidates have taken different subjects, it is practically impossible to arrive at a fair and reliable order of merit, unless the candidates are wide distances apart in both knowledge and intelligence. The usual solution of this difficulty has been found in practice by recognizing a quota for each subject. But this solution presses with special severity on a new-comer like geography in the field of scholarship subjects. It is not merely that there are fewer awards. When competition is keen for a few scholarships, the standard is thereby raised, so that to win a State scholarship in geography demands work of a very high quality.

This state of affairs has two ill effects on the candidates. In the first place, it drives many of the more necessitous to try their luck in other subjects in which the chances of success seem greater, and this in its turn breeds that pot-hunting spirit which is so fatal to education. Secondly, intensity of competition leads to cramming and to the award of scholarships on a mere knowledge of bookwork rather than on a capacity for further study. Increased competition appears to be inevitable in these days, and it is time that steps were taken to ensure a just spread of effort and intelligence over the whole field of examination for entrance scholarships to the universities.

The range of studies demanded by the Higher School Certificate Examinations is too small to be a satisfactory test in geography. It comprises physical and regional geography together with a slight amount of mathematical and astronomical geography. The physical geography papers have not yet been wholly freed from the grip of the natural scientist, and at least one of the examining bodies frankly labels its paper " geology." The so-called regional paper includes a large commercial and economic element together with some regional and a slight amount of non-commercial human geography. The field is so wide that the answers must of necessity be confined to the repetition of statements in textbooks. In other words, the regional paper is a pure test of memory and knowledge. As a rule, the mathematical and astronomical geography consists of a question or two inserted in either the physical or the regional paper, though there is one honourable exception to this. Map-reading, which must be admitted to be the first essential of a student of geography, is to all intents and purposes ignored.

It is evident that an essay and a general paper are necessary, if the quality of " scholarship " is to be discovered and if any sort of reliable comparison is to be made

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between candidates offering different subjects. While the assessment of essays written by young pupils is admittedly difficult, there are few better tests of older candidates than the " open " theme on which they may spread themselves at will. Ability to write correct English, to think independently, and to express thoughts clearly—all these are collectively tested by the essay with better results than by any other means. The general paper is intended particularly to test breadth of interest and the application of intelligence outside the strict limits of a special subject. Both the essay and the general paper are used in all entrance scholarship examinations at Oxford and Cambridge. In the Higher School Certificate Examinations there is no general paper, while the essay is assessed by marks without relation to the rest of the candidate's performance.

Whether a paper on so-called regional geography should be included in an entrance scholarship examination is doubtful. Teachers of geography are not all agreed on the methods of a real study. While some would begin with the local district and work gradually outwards till the whole world be covered, others prefer to start with an outline knowledge of the world and to concentrate later on an increasingly smaller area. If the former method of procedure is adopted, then scholarship candidates cannot be expected to know more than a mere outline of the facts, to show the possession of gazetteer-like information which can be readily crammed from textbooks. If the latter method be adopted, the candidates' real knowledge will be limited to a comparatively small area. True, they will know their area thoroughly and their knowledge should go to a useful depth ; but will those advantages compensate for a relative ignorance of other regions ? If the candidates are afterwards led to spread their knowledge farther, all will be well ; if not, one of the objects of the study of geography —a knowledge of foreign lands—will be defeated. Since both methods of procedure in study seem to be open to grave objection, the wisest plan might be to omit a regional paper.

But there are other reasons for this omission. The paper which is sometimes labelled " regional geography " is more often than not a mere assembly of general questions which are not always definitely geographical in character and which can be answered by remembering passages in the textbook. Such general knowledge can be discovered, so far as necessary, in the other papers. Furthermore, the time spent on the examination is limited, and geography is a wide subject.

There are, indeed, large portions of the field of geography which are scarcely touched upon in existing examinations, but which should certainly be included in the syllabus for an entrance scholarship to a university. It is desirable that a paper, or a section of a paper, should be set on human geography on the lines made familiar by such writers as Vidal de la Blache and Ellsworth Huntington. Commercial and economic geography are of sufficient importance to have a paper devoted to them jointly. If the study of geography is to be considered " practical," it is in this aspect that its greatest advantages lie. At present, the recognition of the importance of economic geography evinces itself in the growing predominance of economic questions in papers set on so-called regional geography. Then the history of geographical discovery and ideas can scarcely be ignored. Naturally, no examination would be complete without a test in physical geography, but here the object should be to measure the candidates' grasp of the manner and extent to which man is influenced by his environment. Petrology, meteorology, and botany lie altogether outside the range of study of a candidate in geography and should not be included in his syllabus. Lastly, every entrance scholarship examination should contain a test in the practical use of large-scale topographical maps and of atlases. The leading features of the projections ordinarily employed for maps should be known, and so should the methods used in statistical and other distributional maps and diagrams.

Whether every candidate should be obliged to show a competent knowledge of all these aspects of geography is a matter for discussion. Probably, it would be better to allow some form of option. One of the remarkable qualities of geography as a branch of learning is that it is both an art and a science. Perhaps this dual nature should be recognized by examiners by setting up the papers on human and economic geography as alternatives with those on physical and mathematical geography. Possibly, qualifying papers might be set in the scientific papers for the arts candidates, while qualifying papers in the arts subjects might be given to the candidates with a scientific bias. These questions of detail would admit of easy settlement once the more fundamental problem of the nature of the examination had been decided.

A Plea for More Interesting Readings in Latin *

By JOHN COOK, M.A., Assistant Master, Watson's Boys' College, Edinburgh.

ONE of my colleagues in the English department recently, looking over my shoulder as I hacked away with blue pencil at Labienus and Dumnorix, commented satirically on the amazing persistence of these " tattie-boggles " down the centuries ; their decent burial, he thought, had been too long delayed. Under his pleasant wit, I saw myself for the nonce as a distortion, attempting the impossible, and trying to mould adolescence into my own obsolete shape. An age which has surmounted Everest and made Australia accessible in three days may well ask what justification there is for the continued existence of the Latin teacher. It would be obvious in the first instance to reply that such an age, with its lack of restraint, its perpetual excitement and titillation of the senses, needs the ascetic discipline of Latin more than any other. The same colleague would certainly be the first to observe the marked impoverishment in the mentality of his pupils, if the subject were dropped from the curriculum. Latin must continue to be the basis of any literary education worthy of the name.

Some there are who visualize a complete recasting of the educational system as the result of a radical change in the present social order. The arguments of classical enthusiasts might have little weight before the pressure of ardent " modern " reformers. Are we ready to justify Latin to an advanced democracy ? The stock plea has always been that though it is long deceased, like John Brown's body, the soul of it ever marches on. Prof. A. N. Whitehead, however, insists that scholastic knowledge is like fish : if it is to be of any use, it must be kept fresh. How are we to ensure perpetual freshness in a rapidly changing world ?

That there has been a great advance in the teaching of Latin during the present generation cannot be questioned. A comparison of the text-books makes that clear. But there is still ample scope for improvement. By passing in review some of the readers I have used, as well as specimen copies of recent ventures that have come to hand, I shall find it easier to present my ideas. It would be invidious to choose from among the plethora of suitable first-year books, grammar-readers, and " courses." Their name is legion. If you are of the severely practical type, a book like Bell's *Concise Latin Course, Part I*, will be a satisfying " try-out " for your class before attempting some kind of simplified Caesar. If, however, you believe in the appeal of beauty, Beresford, *Latin for To-day* (Gray-Jenkins, McEvoy), or

* The writer does not by any means claim to have included in his review all the best reading-books. He only refers to those he has used, or has examined as specimen copies.

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A. Dingwall Hodge's "original" *Primer*, will serve you better. The last word in this genus must surely be *Living Latin*, by Thursby and Kyne—in two large volumes which explore every conceivable contact with art, literature, and archaeology, literally festooning the elements with picture and story. Only American resourcefulness and prodigality could rise to such idealism. So many bright windows indeed have been let into the study of initial Latin that I often wish myself back at the age of 10, that I might start all over again in such colourful environs.

The real problem comes with the second year. What are we going to use for readings? Boys are so susceptible at this stage that to choose the wrong book is a crime. We want something interesting, not too difficult, and capable of giving some insight into the pageant of Rome. The corpus of Latin literature, as it stands, contains little of that nature. Hence the need for simplification and adaptation. Of all these adaptations, I have seen nothing to equal Sleeman's book on *Britain and Belgium*. Its economy and symmetry, its human appeal and very careful grading make it a model. It well deserves its popularity and success. All readers for this stage could well copy its style and format. There is ample room for more. For this reason Mr. E. H. Goddard and I projected *Caesariana* (Oliver & Boyd) with particular reference to the *subject-matter*. For Caesar's ghastly wars have been too long inflicted undiscriminatingly on the adolescent. The latter, it is true, loves spectacular and dramatic action, but there is little "manna" in the dry official details of many of the operations recorded by Caesar.

I am not here calling in question the suitability of the Caesarian diction, which is incomparable as an educational tool, and for that reason will always be the way to Latin, but what I ask for is more discrimination in the portions of the Commentaries chosen. The method of picking Book I or III of *The Gallic or Civil Wars* seems to me unintelligent. It is like chopping the skeleton of a giant into foot lengths. Such readings are like the fabulous Eastern rivers of the desert we used to read of at school. They begin nowhere and end nowhere. What is wanted is a complete episode, or series of episodes, preferably gathered round a personage, the whole reader being mentally synoptic and an integral part of Rome's continuous story. The really educative portions of Caesar could quickly be assembled—such as the Helvetii and Nervii conflicts, the bridging of the Rhine, the British Invasions, the long struggle with Vercingetorix, the obviously crucial phases of the Civil War, the Commentator's wayside excursions into geography, folklore, and ethnology, and such intriguing episodes of the later wars as the Mole operations at Alexandria and the elephant stories, with, of course, the thrilling drama of Munda. The rest of Caesar—so far as the adolescent is concerned—should be jettisoned.

Caesar's career indeed is so crowded with picturesque incident that only a portion of it gets into his stilted official diary. You get the really interesting stories in Suetonius and Plutarch: the latter has a fascinating wealth of anecdote. Adaptations, of course, raise the question of "synthetic" Latin, about which teachers hold divided opinions. The diction of Sleeman at least is one which, with a little care, can be woven round almost any kind of theme. For the initial stages of *Caesariana*, I transcribed over 2,000 words from original sources, and found this a most delightful exercise: it is all the more so if you enjoy working with young boys. It will be interesting to see how the profession receives this experiment. It is another question whether writers like Tacitus and Pliny, whose diction is very difficult, but whose subject-matter is unusually tempting for the class-room, can be successfully simplified for this stage.

It is indeed quite an exercise in criticism to study the attempts being made by authors to bridge the awkward gulf between elementary concocted Latin and the reading of real authors. Instead of so much adapted Caesar, we might well have more adapted Cicero, as his Latin is purer and nearer to direct, spoken speech. Books that deserve mention are the *Short Latin Readings* of Messrs. Harrap (A. Duthie), W. D. Lowe's illustrated series of Graduated Readers (Oxford University Press), and Bell's *Simplified Classics* (S. E. Winbolt). Of the latter the Cicero selections seem to the writer the most successful. A sound bit of work has been done by W. F. Witton in an extremely simplified *Caesar*, which might well be started before the end of the first year. Reviews of essays in late, ecclesiastical, or medieval Latin for schools have also appeared in this *Journal*, but they are outside the scope of this article.

There is at hand ample interesting material for the fourth and higher school forms, and, consequently, no lack of attractive and enterprising readers for these stages. What is required is the adaptation of some of that material for the large junior forms. There is a real dearth of good second-year readers, but there is no lack of interesting themes. Domestic life is usually amply treated in the elementary books, but there remain the departments of sport, love, the country-side, slave life, politics, religion, the arts, the position of women, transport, and colonization. Boys are constantly asking questions about these matters. Their natural curiosity should be satisfied out of their Latin readings.

Nothing indeed is more important than to let the boy understand even in a crude way how the Romans not only shaped European speech, but also laid the foundations of civilization. History is the very matrix and background of the whole study. For that reason I particularly commend three readers for various intermediate stages (1) *Res Gestae Populi Romani*, by A. S. C. Barnard, a "synthetic" study and an excellent one at that—though the addition of English titles to the chapters and a few illustrations would have greatly improved it; (2) *Imperium Romanum* (Melville Jones), also a chronological arrangement of stories; and (3) *A Progressive Latin Reader* by G. C. Lightfoot, a solid production starting with Aeneas and ending with the Clades Variana in A.D. 9, which has the additional virtue of introducing all the regular constructions in the exact order in which they occur in North and Hillard.

A good third year book from the standpoint of arrangement and interest is Macaulay's *Hannibalian War*, but a serious defect in it is the juxtaposition of very easy and very difficult passages. I should like to see somebody "writing down" the story of Hannibal for a junior stage. Such a reader has the great advantage of having its material grouped round an outstanding figure. This is one of the merits of an excellent book I recently read with a sixth form, *The Career of Scipio Africanus* (Weatherhead). The interest is maintained by the inclusion only of educative and vital passages in the history. Another excellent production, which I greatly enjoyed with a good form, is *An Easy Selection from Cicero's Correspondence* (J. D. Duff), a third-year book. It is crisp and fresh, like a sparkling stream, and its almost conversational lightness and variety of theme are a real break-away from the ponderosity of war and politics. An interesting attempt has been made to provide a complete Roman history book and reader in *Roman History Outlines and Extracts* (A. N. W. Saunders).

There is no element more sadly to seek in text-books than fun. The Latin programme both in theme and tempo is far too heavy all the way through. Indeed the same charge—in lesser degree—might be aimed at nearly the whole of the secondary curriculum—it is a grim intellectual discipline which leaves out of account two ingredients indispensable to the growth of the youthful soul—humour and imagination. Children are God's merry little creatures. For that reason I welcome a reader which has been rather variously commented on—*Murder at Larinum*, Grose-Hodge (Cambridge University Press). I do not agree that this is an impertinent book. Instead, I regard it as the cheerful, much-needed herald of a new day in Latin studies.

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Away with your pompous Ciceronian egoism and humbug, your painfully respectable platitudes on old age and friendship, and let us have a real " shocker " for the classical period ! The Latin is impeccable—embodying a celebrated piece of narrative prose—and the boy will learn that there is nothing new under the sun—not even in the methods of gunmen and gangsters.

A word about unseens. The unseen-book is intended (apart from its purpose in construing practice) to gather up unrelated and interesting stray passages of educative value which are too brief for incorporation in a reader. Of such books the following deserve notice. Besides E. C. Marchant's popular series of *Unprepared Latin*, Henderson and Baty's *Progressive Unseens* (fourth and fifth forms), there are two which break new ground—*Aspects of Roman Life*, by R. C. Martin, a compilation of unusual interest and variety, excellently organized under many heads, such as politics, philosophy, sport, love, and religion, and—a *Junior Course of Latin Unseens* by Hillard and Botting, which correlates with their elementary translation book and provides attractive unprepared work for the pupil *right from the first year.*

One of the greatest difficulties in the way of the idealist is that of time. More periods are needed for the business of reading and its fructifying ancillary contacts. With my present second and third years I am able to give two per week only to reading : the other three must be given up to grammar and syntax. An analysis of the present situation in Scotland is necessary to explain this. Only a comparatively small handful of the starters survive to savour the real fruits of classical study in the sixth and seventh years. The goal of these is the Leaving Certificate or University Bursaries, and it follows that the narrow orbit of these external examinations, with their insistence upon translation from and into martial and forensic Latin, dictates the orientation of the whole Latin studies of the junior years. For the sake of a few prize sheep at the top, the whole army of the junior fold must be drilled hard in formal grammar and rigidly impounded upon the dry pastures of elementary Caesar—to the exclusion of the humaner values—literature, history, &c. The pressing claims of other subjects, such as music, physical instruction, biology and civics, is likely to increase, with the result that the time for Latin is further reduced. The net result of this is more reaction and the squeezing out of the aesthetic and more widely educative values. Some would doubtless justify the 60 per cent expenditure of time on grammar and composition by the " formal discipline theory." This I consider obsolete.

All the specialists are already too busy sharpening the brain of the adolescent with various formal disciplines : few are concerned to feed his mind and soul with the right ideas. Composition is a bugbear. The effort required, both by teacher and average pupil, to achieve a passable standard is excessive ; both are exhausted at the end of it, and the psychological effect is too often nausea and boredom. One or one-and-a-half periods per week for writing Latin ought to suffice at the intermediate stage. I have given the best years of my life to coaxing and driving platoons of boys over these hurdles. *Cui bono ?* I wish I had some kind of psychological metronome to measure the exact effect of my efforts in terms of real education and character-building.

Under the present régime, the large army of boys who drop Latin at the intermediate stage go away with a distasteful memory of it—a hotch-potch of genders and irregular verbs, and a few withered legends or desiccated tales of Labienus and the legions. Their mental picture is a caricature of the reality. They will remember the Romans as a dry humourless race bludgeoning their heavy way over the continents. They have known the discipline and the drudgery, and missed the glamour and the glory of Rome.

Another difficulty is the economic situation and the innate conservatism of the profession. A teacher who is convinced of the need for up-to-date tools, may not succeed in convincing his education committee, especially in a time of retrenchment of supplies, while men in responsible educational positions are sometimes inclined to be extraordinarily suspicious of new ideas or experiments. A good book, therefore, that has served its day well is not easily discarded for another that goes one better. Yet the appearance of so many ventures with the new ideas gives ground for hope of a real advance in the general practice of Latin teaching.

Topics and Events

THE SCIENCE MUSEUM, SOUTH KENSINGTON.—The Museum is open free on weekdays from 10 a.m. to 6 p.m. and on Sundays from 2.30 to 6 p.m. ; it is closed on Good Friday and Christmas Day. Free public lectures are given twice daily by guide lecturers, at 12 noon and 3 p.m. (on Saturdays and Bank Holidays at 2.15 and 4.15 p.m.). Arrangements can also be made for special lectures to school and other organized parties. Particulars can be obtained on application. No charge is made for the services of guide lecturers. A full-sized replica of the " Rocket," the prototype of the modern locomotive, is now included in the exhibits.

* * *

PRIZE-WINNING AUTHORS AND BOOKS.—Readers' literary knowledge will be severely tested by the published list of prize-winning authors and their books during the past sixteen years, compiled by the National Book Council in collaboration with Mrs. Desmond Flower. This is the first time that the National Book Council, which was brought into prominence by its well-known Book Token Scheme, has issued an official list of this description. Although only the more famous prizes—the Nobel, the James Tait Black, the Femina Vie Heureuse, and the Hawthornden—have been selected, the books mentioned form an excellent reading list. There are, of course, awards for every type of literary work, varying in material value from a silver medal to some thousands of pounds, but the four mentioned seem to be the most favoured.

* * *

FURTHER EDUCATIONAL FILMS.—Eight new instructional pictures have been incorporated in the Western Electric Company's 16 mm. Sound Film Library, and are now available for immediate release to schools and other educational institutions. The first four are a series of musical subjects—well-known classical compositions, played by world-famous orchestras. The titles are : " William Tell Overture," by Rossini, played by the Berlin Symphony Orchestra. " The Meistersingers," a short extract from Wagner's opera, played by the Berlin Metropolitan Opera Orchestra ; " Oberon Overture," written by Weber, and the " Hungarian Rhapsody," No. 2, by Franz Liszt, both played by the Berlin Philharmonic Orchestra. The remaining four films : " Sea Change," " Northern Summer," " People and Places," and " Sheltered Waters," have been produced from material gathered during extensive touring in the Mediterranean, Near East, and Scandinavia. The first three were produced by Alex. Shaw, a young documentary film director, and " Sheltered Waters " is the work of Evelyn Spice, who will be remembered as the director of " Weather Forecast."

* * *

CENSUS OF BLIND GRADUATES.—Evidence of a great advance in the education of the blind is given by a census of blind graduates that has just been completed by the National Institute for the Blind. The census deals with those who have graduated at universities in this country during the past fifty years (1884–1934). Analysis of the return, which deals with 146 blind persons, discloses the interesting fact that exactly half of them graduated during the post-War period of sixteen years. Considerably more than half (ninety-three) gained honours, the class results being seventeen firsts, fifty-two seconds, nineteen thirds, and five fourths. " After careers " seem to show that the professions are becoming more and more accessible to the blind.

* * *

YORKSHIRE COUNCIL FOR FURTHER EDUCATION.—" Further Education in the Clothing Industry " is the title of Pamphlet

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No. 16 (price 9d., by post 9½d.) just issued by the Yorkshire Council for Further Education. Like others, the clothing industry has been affected by increased use of machinery: although old and new methods continue side by side, factory production is being substituted for the tailoring of garments by hand. To bring technical education into line with these developments, the City and Guilds of London Institute appointed in 1931 an Advisory Committee to draft new schemes of instruction. Syllabuses were published in 1934 and the present pamphlet contains a number of practical recommendations which should help technical institutions to establish courses on the lines laid down by the City and Guilds of London Institute. Already the Yorkshire Council has issued, in connexion with electrical engineering, reports on installation work and the generation and distribution of electricity. Its pamphlet No. 17 (price 9d., by post 9½d.), "Electrical Engineering: Courses for Degrees, Diplomas, and National Certificates in Yorkshire," is a survey of the greater part of the educational provision for the electrical engineering industry in Yorkshire, so far as it has not been examined in previous reports. Pamphlet No. 18 (price 1s., by post 1s. 0½d.), "A Scheme of Courses in Coal Mining for the Yorkshire Coalfield," has just been drawn up as a guide to local education authorities in Yorkshire, with the object of attaining sufficient uniformity over the county as a whole to secure a progressive course throughout for students who move forward from one technical institute to another.

* * *

SUMMER SCHOOL OF SPANISH.—The sixteenth annual University of Liverpool Summer School of Spanish will be held at San Sebastian, Spain's principal sea-side resort. There will be two separate courses, from July 15 to August 3, and from August 5 to September 1: the July course stressing linguistic instruction and the August course providing lectures on Spanish literature, history, social life, &c., as well as language classes. All lectures and classes are conducted in Spanish. Excursions will be made to Burgos, Onate, Pamplona, Roncesvalles, and the Pyrenees, while there will be numerous social events, in which a group of Spanish residents will take part. An examination for the Certificate of Spanish Studies will be held at the conclusion of the August course. Conducted parties will leave London for both courses, and it is proposed this year to organize a party for girls still at school, under competent direction. Particulars of either course, and of prizes, travelling grants, and certificates awarded in connexion with the school are obtainable from the Secretary, Summer School of Spanish, University of Liverpool.

* * *

CURRENT VIEWS IN SCIENCE.—Every science teacher appreciates the difficulty of keeping abreast with his subject in these days of rapid advances. Membership of a learned society is one way of solving the problem, but attendance at its meetings and study of its journal, often decidedly special in character, involves time and detailed study. *Science Progress* provides an alternative route. In addition to a collection of brief abstracts arranged by subjects, there are a number of general articles, usually by workers who summarize their own and related studies. The April issue will be especially useful to physicists and chemists. Mr. A. J. Mee contributes a valuable article on "The Structure of Molecules"; in the course of about fifteen pages he surveys briefly the mode of arrangement of atoms in the molecule, the electronic theory of valency, determination of inter-nuclear distances by X-ray interference and electron beam methods and infra-red absorption spectra, measurement of dipole moments and their significance. Dr. R. E. Gibbs has an article on "The Solid State," in which he discusses modern views on this topic, while Dr. Douglas McKie deals in a historical article with the work of Daniel Rutherford (1749–1819), whom he credits with the discovery of "noxious air" (nitrogen) independently of Priestley. Physicists will also be interested in Dr. L. G. Brazier's account of the construction and testing of high-voltage cables. Biologists are provided with an account of sex in the higher fungi by Dame Helen Gwynne-Vaughan, and a paper read at the Aberdeen meeting of the British Association (Sections D and H) by Dr. S. Zuckerman on animal behaviour. Such articles go a long way towards providing a busy teacher with the necessary knowledge of current movements in his subject.

The Curriculists

By DAN MCCOURT

OF late years I have found myself becoming more and more interested in the curriculum. In my salad days I took it absolutely for granted, like the law of gravitation, or the well-known axiom of Mr. Micawber with regard to the evils of over-spending and the benefits of the reverse process. In short, I took the curriculum as being immutable, and could easily fancy that the lightnings of heaven would strike the impious wretch who dared to attempt to alter it by one jot or tittle.

But nowadays, the more I consider it the more I wonder. Certain small changes have been made in it, it is true, since the far-off days when I went to school. We did not then waste half a day at the baths for the sake of being twenty minutes in the water. We didn't study hygiene then, and neither do we now, for that matter. We didn't have educational visits, and consequently we didn't "streel" along the streets like the last remnants of a demoralized army in full retreat, as we do now. We didn't have carpentry, though wood and we were not by any means strangers. Even to this day I have painful memories of that useful piece of timber which was kept in every classroom, and not in the headmaster's room only, and which was produced on the smallest provocation or even on none at all. Looking back over the years, I don't think that I am any the worse for having suffered its frequent and sometimes undeserved visitations; and I can only say how sorry I am that the unwhipped modern generation is debarred from the benefits which are undoubtedly conferred by the aforesaid useful piece of timber when it is in the hands of a person who knows how to use it. A further melancholy thought occurs to me here; is it possible that the aforementioned unwhipped generation is to be disciplined by bombs and poison gas in some future cataclysmic war, since it is apparently to be disciplined in no other way?

But enough of idle speculation and gloomy foreboding. . . . I waylaid the head the other day, and feeling in an argumentative mood, said, "By the way, what is your favourite definition of education?"

"That's rather a big question to fire off at an unoffending passer-by," said he, "but I should say that education is the bringing out to their full development of the latent talents of the pupil. Education, in short, enables one to live a full life."

"Quite a comprehensive answer," said I, "and one that is susceptible of a good long argument. Apropos of this question, I have been thinking of the curriculum and of some changes that could be made in it. Now, we'll just bring the argument down to the ground floor, as it were, and see what progress we can make in coming to an agreement about this curriculum business. To begin with, you'll agree that the pursuit of happiness is a deeply-rooted natural instinct; every sentient creature has a right to be happy. How does our curriculum, even if it were faithfully carried out, conduce to human happiness?'

"I really am not prepared to answer that question offhand, Mr. Jones. I don't suppose our curriculum would make the pupil who had gone through it wildly happy, in the sense that a lamb or a kitten is happy, or in the sense that an inebriated person is happy. Culture, however, brings a certain amount of happiness, which, by the way, is not quite the proper word to use in this connexion; 'self-expression' would be much better. There can be no self-expression without culture."

"Oh, can't there?" said I. "Have you ever consorted with what are known as the lower orders? Have you ever listened to their solid common sense as contrasted with our shallow book-learning? Have you ever heard them expressing

(*Continued on page 268*)

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themselves clearly, richly, and forcibly in good Anglo-Saxon as the clock neared the witching hour, by which of course I mean closing time? If I had my way I would make every college graduate, and especially every graduate who intended to become a teacher, spend at least six months in the four-ale bar of a low public-house—the lower the better. At the end of that time there would emerge a perfectly educated being; a being whose top-heavy college education would be amply ballasted by the ordinary every-day horse-sense or common-sense found in a four-ale bar. A friend of mine, for example, is a cultured person in every sense of the word, save one. There is one accomplishment which he has never mastered, and the lack of it makes him constantly miserable. He has never learned to use alcohol."

"Dear, dear, what a pity," said the head sarcastically. "But no doubt you make up for your friend's sad failing, Mr. Jones. In the meantime you can be getting on with your work, according to the curriculum as laid down for this school. In spite of its defects I think we shall have to rub along with it for some time to come."

* * *

Behold me, then, several days later, looking contemplatively at my pupils. What possibilities, or what lack of possibilities, lay in each of them. There was pig-faced X, for example, sitting in the corner. Reputed to be the thickest-headed dunce in the school, there were yet moments when sparks of celestial fire came from that supposedly beclouded brain. God, what an enigma was X! What wouldn't I give could I but look into the future and see what was to become of him! The other teachers under whom X had been, predicted with emphatic unanimity a messy end for him in this world, and a sulphurous future for him in the next. But I feel in my bones that they are mistaken; and I hope to live long enough to see my conviction realized.

Near him sits Y, a rattle-brained idiot, apparently; a shallow, talkative empty-headed numskull. If Y's brains were turned into dynamite there wouldn't be enough of the explosive to blow off his cap. And yet . . . who would dare to predict that Y was destined in after life to be a complete and utter failure?

As I looked at them, they somehow reminded me strongly of crabs. Each of them seemed to be wearing a thick shell. And then I knew they were in fact wearing a shell. Every pupil wears a shell when in the presence of his teacher, though the shells vary in thickness and in penetrability. Once upon a time I saw one of my pupils in his own home. I had an opportunity to observe him for a few minutes before he became aware of my presence; and during those few minutes I saw the real boy. I would willingly have continued my observation of him, for the experience was most illuminating. But as soon as he saw me he retired into his shell and became his *alter ego* of the school-room. If teachers could only see their pupils as they are at home, what a revelation of their real characters it would be!

I looked again round the dingy class-room. Could there be anything in it which exercised an adverse psychological influence upon them and made them crablike and hard to approach? Those well-worn desks, upon which vandals of former generations had incised their unimportant and long-forgotten names—could it be that these impressed the present generation with a sense of the futility of it all? The enduring ink stains on the floor; the cracked plaster on the ceiling; the faded and grubby pictures on the walls—pictures which had aroused no interest in any one, not even on the day when they were put up. Were these things responsible for the crab-like attitude of my charges? Would it make any difference if our old and out-of-date school were transformed into a modern building with central heating, concealed lighting, air conditioning, radio, music rooms, art rooms, gymnasia, and all the other refinements of civilization? I am afraid it would not, for the building would continue to be a school; and a school is a place which just naturally dries up the milk of human kindness in the same way as the desert absorbs water. My pupils no more dared to bare their souls to me, than I dared bare my soul to them. The Ark of the Covenant must not be viewed by impious eyes when stripped of its coverings, for, like a human soul, it is a holy thing.

* * *

"And how's the new curriculum getting on, Mr. Jones?" said the head to me one day. "Are you going to scrap the three 'R's' and substitute for them eurhythmics and calisthenics? These are certainly modes of self-expression, the thing which you appear to believe in so strongly."

"It is hard to evolve a new and improved curriculum without some understanding of each pupil's natural bent," said I. "A counsel of perfection would be to work out a curriculum for each individual scholar. Failing this, we might make our first feeble fumbling attempt at a much-needed improvement by exempting certain boys from certain subjects. There is A. over there, for example; it's nothing short of cruelty to animals—I mean, children—to attempt to teach that fellow arithmetic. Yet, under our out-of-date system of following a fixed curriculum, an unfortunate teacher is compelled day after day to batter away with all his skill and the expenditure of tons upon tons of nervous energy at the rocklike defences of A., who has no more idea of numbers than a pig has of astronomy.'

"And what would you do with A. while the rest were doing arithmetic?"

"I can't really say, for I don't know what he's good at. If I could see him at home—in his natural surroundings, as it were—I might be able to pass an opinion. The problem is, of course, a vast one, and I am merely skirting the fringes of it. The basic fault is that the same curriculum is stuffed down each pupil's throat, whether it suits him or not. If education were really a science, instead of a nebulous mass of theory, curricula would be scientifically graded, not only for each class, but for each member of a class."

"That's rather a tall order, isn't it?" said the head. "To me it sounds rather like a counsel of perfection."

"Perhaps it is," said I. "But, broadly speaking, every curriculum should be based on the three 'R's.' We can agree on that. Now my curriculum, in addition to the aforementioned fundamental subjects, would include a course on 'How to be happy.' Happiness is the prime aim and object of every created being and yet not a word of guidance as to how it is to be attained is ever uttered in our schools."

"Dear, dear, how distressing," said the head, in that cool, sarcastic tone of his. "And how is happiness to be attained, may I ask?"

"I couldn't tell you in three or four words," said I. "I am only sketching the broad outlines of a really modern curriculum. There would be a vast amount of detail to be worked out. Another subject in my curriculum would be good manners. Under this heading I would include the inculcating of that respect which is due to women, but which nowadays is too often withheld, and also to life and property. If intensive courses in this subject were given, there might come a time when at last we'd be able to venture out of doors without the constant danger of being knocked into the middle of next week by some homicidal maniac in a motor-car."

"Yes, that might be a good idea, if it could be done," admitted the head grudgingly. "And what other subjects would you include in this most modern curriculum of yours?"

"I should try to evoke real self-expression. I should try to eliminate that stupid self-consciousness that every Briton seems to imbibe with his mother's milk. I should get them to compose music and poetry, original stuff out of their own heads—straight from the wood, as a publican would put it. And speaking of brewers, I should also include a course on the right use of alcoholic liquor. Why shouldn't a young person be taught how to use strong

(*Continued on page 270*)

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liquors properly, instead of being tempted to misuse them by our stupid unhygienic courses on the alleged dangers of alcohol ? "

" Good heavens ! Would you actually introduce drink into a school-room ? " said the head, aghast.

" One is never too young or too old to learn," said I airily. " Remember the old saw : *in vino veritas*. Do you know, when I come to think of it, a little stimulus, or stimulant, might be rather a good thing in such a dull prosaic place as a school-room. Think of the potential geniuses who sit here crablike and glum, when a judicious spot of alcohol might cause them to unfold like so many sunflowers at noon and dazzle a previously unsuspecting world with the glamour of their genius ? Why should the teachers have all the al—er—I mean, why shouldn't we make an effort to bring out the latent talent of our charges ? I'd simply love to select about four of my pupils, give them a dose of whisky, and watch their reactions. It would be a most interesting experiment in applied biology."

" It's the maddest thing I ever heard of," exploded the head. " The very idea of bringing alcoholic liquor into a school-room and giving it to boys of tender years ! Why, you'd have the board of governors down here in no time."

" It wouldn't make any difference," said I. " They wouldn't get any ; not if their tongues were hanging out a mile."

The head was about to make reply to this when his presence was demanded elsewhere, and he hurried away.

* * *

It was this new milk scheme which gave me the idea. There was a surplus of milk in the country. Why not get rid of the overplus milk by selling it at a cheap rate to school-children ? It was, and is, a thoroughly good idea. One morning, therefore, two dozen or so bottles of milk were brought into my class-room. The milk was being sold at the low price of a halfpenny per bottle, and as this is much cheaper than my usual beverage I made up my mind to have a bottle or two—I'm willing to try anything once.

But milk and I have long been strangers, and severe pains in my commissariat department soon convinced me that I had better stick to my habitual liquor. The boys, however, seemed to enjoy it well enough, and after a week or so of the milk régime I saw my chance of carrying out the experiment I had set my heart upon.

With the aid of a bottle of whisky and a discreet confederate I made certain alterations to four of the bottles of milk and set these carefully aside. One of them was destined for the pig-faced X., another for the prattlesome Y., and the remaining bottles for two other boys who rather puzzled me. When play-time came the usual rush was made for the milk, which in the first days of its appearance had been drunk through straws ; but as this method of imbibing it was more suited to a languorous summer day on the beach at Capri, or some other delectable resort, than to the short breathing-space allowed in a public elementary school, I had issued an order that the milk was to be gulped down in the shortest possible time.

When the short play-time was over and the class had reassembled, I noticed that X's fleshy piglike face was rather flushed and that Y's eyes were dancing in his head. I could not as yet see any signs of undue exhilaration in the other two. As the boys passed to their seats I heard X say to Y : " Dashed good—hic—drop of milk s'mornin', eh ? "

" You're—hic—tellin' me ? " said Y.

The first lesson after play-time was music, and after ten minutes or so of theoretical work I made my usual appeal for volunteer composers, an appeal which up to the present had fallen on deaf ears. But to-day there was a difference. The mantle of prophecy had descended on the immortal four, and I could see they were simply bursting with eagerness to pour forth their souls in song.

" Come now," said I. " Let's see if we can't compose a little song, all on our own. It needn't be very clever or very long, but it must be original. It must be our very very own. Now, who's willing to try ? "

" Please, sir, I'll try," shouted Y., and without waiting for permission he started to bawl out the chorus of a popular song. With some difficulty I stopped him and again patiently explained to the class that what I wanted was an original effort, no matter how unmelodious it might be. I was in the midst of my explanation when X. suddenly, and without being invited, burst into song. It was a wild, weird song, without form, rhyme, or reason ; something like the wailing of seagulls heard at night on some lonely strand. In the middle of X's song the head came into the room. " What dreadful caterwauling is this, Mr. Jones ? " said he. " It sounds like a tom-cat being dragged by the tail out of a drain-pipe."

" That," said I loftily, " is an excerpt from Havajoblotsky's ' Modern ' symphony. It is to be performed at the Queen's Hall next week by the B.B.C. orchestra."

" Oh, indeed," said the head. " I think I see something in it now. It is rather beautiful—in parts. But, I say, X., couldn't you give us something with a little more tune to it ? I have never seen you acting so naturally before ; and now that you're in the mood you might sing to us the song you like best. Come on, now ; don't be afraid."

" Oh, I'm not afraid, sir," said X. " Come on, boys ; we'll sing it altogether. Come on, let it go—Who's afraid of the big bad wolf ? "

Led by X. and Y. the chorus was taken up and bellowed forth by the rest of the class in a manner to make the pictures on the wall rattle. While this was going on I noticed X and two or three others leave their places and come towards us. There was something vaguely sinister in their manner and as I watched them I commenced to retreat with dignity towards the nearest door.

" Where—where are you going, Mr. Jones ? " asked the head agitatedly.

" Oh, just to get some water," said I. " I'm afraid the —er—the milk has gone to their heads."

" Wait a minute and I'll come with you, Mr. Jones."

By this time I was running, and as I reached the playground the head was only one jump behind me.

The Classical Association

THE annual meeting of the Association was held at the University College, Southampton, on April 8, and the three following days. The presidential address of Dr. Cyril Bailey, Public Orator of the University of Oxford, dealt with the subject of " Fate, Man and Gods." He traced the development of the conception of fate and human responsibility from Homer through the tragedians and the philosophers to Roman times, contrasting the scientific view of the world held by Epicurus and Lucretius, with the theological attitude of Plato, adopted, with modifications by the Stoics and Virgil. In modern times the same problems presented themselves in Calvinistic predestination and in the evolutionary determinism of the nineteenth century. Readers of other papers were : Prof. T. A. Sinclair, Belfast, on " Modern Languages in Ancient Times," *i.e.* on the extent to which the ancient nations learned any language other than their own ; Mrs. D. P. Dobson on the Archaeological Evidence of Roman Influence in Scandinavia, Dr. F. Saxl, Director of the Warburg Institute, on the Origin and Survival of a certain pictorial type seen in Assyria, in Greece, in the Mithraic reliefs, and through the Middle Ages and the Renaissance in Christian art ; Prof. Dobson, Bristol, on " Mæcenas and the Poets," Prof. J. D. Craig on a bust in the Soane Museum, which he identifies with Horace ; Prof. T. B. L. Webster, Manchester, on " Character Drawing in Sophocles," and Miss N. M. Holley, Southampton, on Plutarch's account of the cult of Isis and Osiris. Receptions were held by the Principal of the University College, and by the Mayor of Southampton. The Report showed a substantial increase of membership. The Rt. Hon. L. S. Amery was elected president for the ensuing year, and vacancies on the Council were filled by the election of Miss A. M. Dale (Lady Margaret Hall), Prof. G. F. Forsey (Southampton), Prof. E. J. Wood (Aberystwyth), Mr. R. W. Moore (Shrewsbury School), and Mr. L. J. Morison.

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University and School Holidays and Functions

	Summer Vacation	Other Functions
University of Aberdeen..	June 29 to Oct. 14	Annual Sports, May 18.
Bedford College for Women, London	July 2 to Oct. 10	
Birkbeck College, London	June 24 to Sept. 28	Production of "Tantivy Towers," by Amateur Operatic Society, May 8, 9, and 11. Students' Union Annual Gala, June 29.
University of Birmingham	July 6 to Oct. 7	Athletic Sports, May 11. Degree Day, July 6.
University of Bristol ..	June 30 to Oct. 1	
University of Cambridge	June 25 to Sept. 30	
Courtauld Institute of Art, London	July 3 to Oct. 3	
University of Dublin ..	July 6 to Sept. 30	Trinity Week, June 10–15.
University College, Dundee	June 7 to Oct. 2	Graduation Ceremonial, June 28.
University of Durham :		
Armstrong College, Newcastle-on-Tyne	June 30 to Oct. 7	
College of Medicine, Newcastle-on-Tyne	July 5 to Oct. 1	
Durham Colleges ..	June 22 to Oct. 15	
University of Edinburgh	July 6 to Oct. 7	
University College, Exeter	June 29 to	
Faraday House Electrical Engineering College, London	July 25 to Sept. 30	Old Students' Match, July 6.
University of Glasgow :		
Arts and Theology ..	May 22 to Oct. 7	
Others	June 21 to Oct. 7	
Glasgow and West of Scotland College	June 28 to Sept. 4	
Goldsmiths' College, London	July 13 to Sept. 16	Open Day, June 15. G.C.O.S.A. Summer Reunion, June 22.
University College, Hull	June 30 to Oct. 5	Founder's Day, May 4.
King's College, London	July 3 to Oct. 9	College Sports, May 11.
King's College Hospital Medical School, London	June 29 to	
King's College of Household and Social Science, London	June 22 to Oct. 9	
University of Leeds ..	July 1 to Oct. 1	Degree Day, July 1.
University College, Leicester	June 15 to Oct. 1	Scholarship Examinations, May 7–10. Opening of New Sports Pavilion, June 1. Commemoration Day, June 6.
University of London ..	July 3 to Oct. 9	
London Hospital Medical School	July 13 to Oct. 1	
London (Royal Free Hospital) Medical School	July 12 to Oct. 1	
London School of Economics and Political Science	June 29 to Oct. 5	
University College Hospital Medical School, London	July 13 to Sept. 30	
University of Manchester	July 6 to Oct. 3	Founder's Day, May 15. Degree Days, July 5 and 6.
Merchant Venturers' Technical College, Bristol	June 29 to Oct. 2	
Municipal College of Technology, Manchester	July 26 to Oct. 3	
Middlesex Hospital Medical School, London	July 27 to Oct. 1	Centenary Celebrations, July 24.
School of Oriental Studies, London	July 6 to Oct. 9	Distribution of Certificates, July 5.
University of Oxford ..	June 22 to Oct. 12	
Queen's University, Belfast	July 13 to Oct. 1	
University of Reading ..	July 5 to Oct. 3	
University of Sheffield ..	June 30 to Oct. 1	
University College, Southampton	July 6 to Oct. 7	
University of St. Andrews	June 7 to Oct. 2	Graduation Ceremonial, June 28.

	Summer Vacation	Other Functions
St. Bartholomew's Hospital Medical School, London	July 25 to Sept. 30	
St. Mary's Hospital Medical School, London	July 9 to Oct. 1	Athletic Sports, May 7.
University of Wales :	June 29 to Sept. 30	
Aberystwyth	June 29 to Sept. 30	Annual Sports, May 4.
Cardiff	June 29 to Oct. 1	
Swansea	June 30 to Oct. 1	
Welsh National School of Medicine, Cardiff	June 29 to	
Westfield College ..	July 3 to Oct. 9	
Aldenham School ..	July 30 to Sept. 19	Visitation Day, July 6.
Alice Ottley School, Worcester	July 26 to Sept. 19	Speech Day, June 20. Old Girls' Biennial Gathering, June 28.
Alleyn's School	July 28 to Sept. 13	Founder's Day, June 22. Speech Day, July 26. Cricket, May 29, June 15, July 6, 11, and 27.
Ampleforth College, York	July 29 to Sept. 23	Exhibition (Prize Day), June 9, 10.
Ardingley College ..	July 31 to Sept. 20	Prize-Giving, June 15.
Beaumont College, Windsor	July 29 to Sept. 24	Beaumont College *v.* Oratory School at Lords, June 26.
Bedford High School for Girls	May 8 to July 30	School Exhibition Examination begins May 14.
Bedford Modern School	July 31 to Sept. 18	Athletic Match *v.* London Athletic Club and Bedfordshire County A.A.A., May 11.
Bergman Österberg Physical Training College	July 25 to Sept. 24	Public Demonstrations on occasion of 50th Anniversary, June 20. Commemoration Day, June 22.
Beverley High School for Girls	Aug. 1 to Sept. 25	
Bilston Girls' High School	July 26 to Sept. 18	School Sports, June 1.
Birkenhead School ..	July 26 to Sept. 17	Speech Day, July 26.
Bishop's Stortford College	July 30 to Sept. 18	Prize Day, July 6. Old Stortfordians' Week-end, June 8–10.
Bolton Girls' School ..	July 26 to Sept. 13	
Bolton School	July 26 to Sept. 13	Speech Day, July 24.
Bootham School, York..	July 26 to	Old Boys' Gathering, Whitsuntide.
Bournemouth School for Girls	July 31 to Sept. 16	
Brentwood School ..	July 26 to Sept. 12	Speech Day, Prize Distribution and Presentation of Headmasters' Portrait, June 22.
Bridlington School ..	July 29 to Sept. 19	Speech Day, July 29. Athletic Sports, June 29.
Bristol Grammar School	July 25 to Sept. 17	
Bromsgrove School ..	July 30 to Sept. 19	Commemoration, June 28. 1st XI *v.* Masters, May 16.
Cambridge and County High School for Boys	July 26 to Sept. 18	Old Boys' Cricket Match, June 27.
Canford School	July 30 to Sept. 20	Speech Day, June 28.
Carlisle and County High School for Girls	July 25 to	
Casterton School ..	July 26 to	
Charterhouse	July 30 to Sept. 20	Old Carthusian Day, July 6.
Cheltenham Ladies' College	July 31 to Sept. 24	
Chigwell School ..	July 30 to Sept. 20	Speech Day, July 6. Old Boys' Cricket Week begins July 29.
Christ's Hospital, Horsham	July 30 to Sept. 18	Old Blues' Day, June 8.
Clifton College, Bristol..	July 30 to Sept. 20	Commemoration, June 28, 29.
Colston's Girls' School ..	July 26 to Sept. 18	

(*Continued on page 276*)

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	SUMMER VACATION	OTHER FUNCTIONS
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Cranleigh School ..	July 30 to Sept. 20	Reunion of Old Boys, June 8–10. Cricket *v.* Old Cranleighans, June 8 and 10. School Sports, July 26, 27.
Crediton High School for Girls, Bromley	July 26 to Sept. 18	Speech Day, June 7. Sports, July 24.
Dauntsey's School ..	to Sept. 20	Speech Day, June 22.
Dean Close School, Cheltenham	July 30 to Sept. 20	Speech Day, July 6.
Derby Girls' High School	July 26 to Sept. 17	Athletic Sports, May 31.
Dover County School for Girls	July 31 to Sept. 18	
Dr. Williams' School, Dolgelly	July 20 to Sept. 15	Parents' Week-end, Whitsun. Founder's Day, June 28.
Dulwich College.. ..	July 31 to Sept. 17	Founder's Day, June 22. Old Alleynians, Cricket Match, June 22.
Dulwich High School for Girls	July 26 to Sept. 19	Prize-Giving, July 19
Durham School	July 29 to Sept. 20	Speech Day, July 18.
Eastbourne College ..	July 30 to	Speech Day, June 15.
Edgebury Park	July 30 to Sept. 24	Speech Day, July 29.
Edgehill Girls' College ..	July 26 to Sept. 18	
Edinburgh Academy ..	July 24 to Oct. 1	
Ellesmere College ..	July 30 to Sept. 19	
Epsom College	July 29 to Sept. 20	Speech and Founder's Day, July 27.
Exeter School	July 30 to Sept. 17	Prize-Giving, June 25.
Farringtons	July 30 to Sept. 20	Founders' and Speech Day, June 29. School Sports, June 10.
Felixstowe College for Girls	July 30 to Sept. 24	School Speech Day, July 5.
Framlingham College ..	July 30 to Sept. 20	Old Boys' Reunion Week-end, June 8–11. Old Boys' Match, June 10.
Francis Holland School, Clarence Gate	July 26 to Sept. 25	
Francis Holland School, Graham Street	July 24 to Sept. 25	
George Watson's College, Edinburgh	July 25 to Oct. 1	
Godolphin School ..	July 31 to	
Godstowe Preparatory School	July 30 to Sept. 25	Sports, May 30. Speech Day, June 29. Parents' Cricket Match, July 13.
Gravesend County School for Girls	July 31 to Sept. 19	
Greenhead High School	July 26 to Sept. 10	
Gresham's School ..	July 30 to Sept. 20	Speech Day, June 29.
Haberdasher's Aske's Hampstead School	July 30 to Sept. 17	Cricket *v.* M.C.C., May 29; *v.* Old Boys, July 13.
Haileybury College ..	July 30 to Sept. 20	Speech Day, June 28. *v.* Cheltenham, at Lord's, Aug. 2, 3.
Harrow School	July 29 to Sept. 27	Speech Day, July 3. Eton *v.* Harrow at Lord's, July 12, 13.
Headington School for Girls	July 30 to Sept. 25	Foundation Day, June 14. Old Girls' Week-end, July 12–15.
Hereford Cathedral School	July 31 to Sept. 23	Old Herefordian Match, July 27.
Hertfordshire and Essex High School	July 25 to Sept. 19	25th Anniversary Celebrations, June 15.
Highgate School ..	July 30 to Sept. 20	Speech Day, July 30. Cricket *v.* M.C.C., July 1; *v.* Old Boys, July 20.
Hulme Grammar School, Oldham	July 27 to Sept. 11	Annual Athletic Sports, July 20. Annual Cricket Festival, July 22–25.
Hurstpierpoint College..	July 30 to Sept. 24	Old Boys' Cricket Matches, June 10.
Hymers College, Hull ..	July 26 to Sept. 17	Athletic Sports, May 11.
Ipswich School	July 30 to Sept. 19	Old Ipswichian Dinner, May 17.
Kelly College	July 30 to Sept. 20	Speech Day, July 29. Founder's Day, June 15.
Kensington High School for Girls	July 26 to Sept. 19	
Kent College, Folkestone	July 26 to Sept. 16	Prize Distribution, June 28. Sports, June 29.
King Edward VI School, Stafford	July 27 to Sept. 12	
King Edward's School, Birmingham	July 29 to Sept. 17	Old Edwardians' Cricket Match, June 29. School Swimming Sports, July 27.
King's College School, Wimbledon	July 28 to Sept. 19	
King's School, Canterbury	July 30 to Sept. 23	Speech Day, July 29. 1st XI Cricket Fixtures, May 28, June 25, July 2, 6, and 9.
King's School, Chester ..	July 19 to Sept. 17	School Sports, May 22.
King's School, Ely ..	July 27 to Sept. 19	Speech Day, July 26.
King's School, Rochester	July 27 to Sept. 17	Commemoration Day, Day, June 29. Swimming Sports, July 11.
King's School, Worcester	July 29 to Sept. 20	Speech Day, July 12.
Kingswood School ..	Aug. 1 to Sept. 19	Athletic Sports, May 26.
Lancing College ..	July 30 to Sept. 20	Old Boys' Match, July 12, 13.
Lawnswood High School	July 26 to Sept. 10	
Leamington High School for Girls	July 25 to Sept. 19	Parents' Matches, Tennis and Cricket, June 14.
Leatherhead School ..	July 29 to Sept. 18	Old Johnian Garden Party, June 22. Speech Day, June 28.
Leighton Park School ..	July 29 to Sept. 20	Speech Day, June 14.
Leys School	July 30 to Sept. 19	Speech Day, June 21. Cricket *v.* Old Leysians, July 26, 27. Other Fixtures, May 18, June 4, 15, 18, July 6, and 13.
Liverpool College ..	July 26 to Sept. 17	Old Boys' Day, June 29. Swimming Sports, July 26.
Liverpool Collegiate School	July 19 to Sept. 11	School Sports, May 11.
Maidstone Grammar School for Girls	July 31 to Sept. 19	Sports Day, May 29.
Malvern College ..	July 30 to Sept. 20	Speech Day, June 22. Malvernian Gathering, July 13.
Manchester Grammar School	July 25 to Sept. 11	Whitsun Holidays, May 29–June 18.
Mary Datchelor Girls' School	July 27 to Sept. 16	Open Day, July 18. Prize Day, July 19. Swimming Gala, July 12.
Merchant Taylors' School, Great Crosby	July 31 to Sept. 17	
Merchant Taylors' School, Northwood	July 27 to Sept. 17	Speech Day, June 6.
Mill Hill School ..	July 30 to Sept. 19 and 20	
Milton Mount College ..	July 30 to Sept. 19	Annual Concert, May 17.
Monkton Combe School	July 30 to Sept. 20	Old Boys' Day, June 15. School *v.* M.C.C., June 22.
Monmouth School ..		Speech Day, July 11.
Newcastle-under-Lyme High School	July 26 to Sept. 17	Founder's Day, with Annual Cricket Match, Past *v.* Present, June 21.
Newcastle-upon-Tyne Church High School	July 25 to Sept. 19	Old Girls' Club Play, "As You Like It," May 31. Race Week Holiday, June 24–28.

(*Continued on page 278*)

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	SUMMER VACATION	OTHER FUNCTIONS
Newport High School ..	July 26 to Sept. 11	Athletic Sports, July 23.
Northampton Town and County School	July 31 to Sept. 19	Old Boys' Day, July 6. School Sports, June 6.
Norwich School ..	July 30 to Sept. 20	School Sports, May 23. Speech Day, July 29.
Nottingham High School	July 30 to	Founder's Day, June 17.
Oakham School	July 30 to Sept. 20	Speech Day, June 29.
Oundle School	July 30 to Sept. 20	Speech Day, June 22.
P.N.E.U. School, Overstone	July 30 to Sept. 25	Speech Day, June 29.
Palmer's School, Grays..	July 27 to Sept. 16	
Park School, Glasgow ..	June 21 to	School Sports, June 7. Prize-Giving, June 21.
Penrhos College	July 23 to Sept. 17	Speech Day, June 8.
Perse School	July 30 to Sept. 18	School Fête, June 4 and 6.
Peter Symonds' School..	July 31 to Sept. 17	Athletic Sports, May 9. Swimming Sports, June 27. Old Symondians' Day, July 6.
Plymouth College ..	July 27 to Sept. 19	Past *v.* Present (Cricket), July 27. Commemoration Day, Oct. 4.
Princess Helena College	July 24 to	Founder's Day, June 24.
Queen Mary's School, Walsall	July 29 to Sept. 17	Sports Day, June 27.
Queenswood	July 27 to Sept. 19	Commemoration Day, June 21.
Rudley College	July 30 to Sept. 20	Gaudy Day, June 29.
Roedean School	July 31 to Sept. 25	Jubilee Celebrations, July 26–28
Rossall School	July 30 to Sept. 20	Prize Day, June 21. M.C.C., May 24, 25. Shrewsbury Match, June 11, 12.
Roundhay High School	July 26 to Sept. 10	
Royal Belfast Academical Institution	April 24 to June 28	School Sports, May 18.
Royal Grammar School, Worcester	July 31 to Sept. 24	
Royal Naval College, Dartmouth	July 31 to Sept. 18	
Royal Technical College, Glasgow	July 6 to Sept. 23	
Rugby School	July 30 to Sept. 26	Speech Day, June 22.
Rydal School	July 24 to	School Jubilee Celebrations, June 7–11.
Sedbergh School ..	July 30 to Sept. 19 and 20	Speech Day, June 22. 1st XV Fixtures, June 1, 8, 10, 14–15, 21–22.
Sherborne School ..	July 30 to Sept. 20	School Commemoration, June 21.
Simon Langton School for Girls	July 31 to	
St. Albans School ..	July 27 to Sept. 19	Foundation Day, June 22.
St. Catherine's School, Bramley	July 27 to Sept. 18	
St. Edmund's School, Canterbury	July 29 to Sept. 20	Speech Day, June 21. Old Boys' Gathering, June 21–24.
St. Felix School ..	July 30 to Sept. 24	
St. George's School, Harpenden	July 25 to Sept. 19	Speech Day, July 13.
St. George's School for Girls, Edinburgh	July 25 to Oct. 2	
St. Katherine's, Heatherton Park	July 31 to Sept. 18	
St. Lawrence College, Ramsgate	July 30 to Sept. 20	
St. Leonard's School, St. Andrews	July 24 to Sept. 26	Speech Day, July 3.
St. Margaret's School for Girls, Aberdeen	June 27 to Sept. 4	Scholarship Entrance Examination in May. Swimming Sports, June 18. School Speech Day, June 25.
St. Mary's Hall, Brighton	July 26 to Sept. 18	
St. Mary's School, Lancaster Gate	July 26 to	
St. Monica's, Kingswood, Tadworth	July 30 to	Scholarship Examination, May 28–31. Speech Day, July 4. Old Girl's Tennis Match, July 15.

(*Continued on page* 282)

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St. Paul's School, London	July 26 to Sept. 16	Apposition Day, July 4.
St. Saviour's and St. Olave's Grammar School for Girls	July 30 to Sept. 17	
St. Swithin's School ..	July 29 to	
Stamford Girls' High School	July 31 to Sept. 18	Athletic Sports, June 19. Swimming Sports, July 8.
Stamford School ..	July 30 to Sept. 19	Speech Day, July 27.
Stonyhurst College ..	July 29 to Sept. 24	Old Boys' Annual Dinner at the School, June 25. Celebration of Centenary of the Consecration of the Church, June 26.
Stowe School	July 30 to Sept. 24	
Taunton School.. ..	July 30 to Sept. 17	Commemoration Sunday, July 28. Prize Day, July 29.
Tonbridge School ..	July 31 to Sept. 20	Skinners' Day, July 27. Cricket Fixtures, June 7, 14–15, July 5, 6, 13, 29, 30.
Trent College	July 30 to Sept. 24	Speech Day, June 29.
Trinity College, Glenalmond	July 31 to Sept. 20	Commemoration Day, July 30.
University College School, London	July 26 to Sept. 18	Speech Day, July 26.
Uplands School	July 29 to Sept. 24	
Uppingham School ..	July 30 to Sept. 19	
Victoria College, Jersey..	July 30 to	Prize Day, July 29. Cricket Tour in England, June 13–16.
Wakefield Grammar School	July 31 to Sept. 18	Athletic Sports, June 5. Speech Day, July 29.
Warwick School ..	July 30 to	Speech Day, June 25. Old Boys' Week-end and Cricket Matches, July 27–29.
Watford Grammar School	July 27 to Sept. 16	Cricket Match *v.* Old Boys' and Parents' "At Home" Day, June 29. Swimming Sports, July 26.
Wellingborough School..	July 29 to	Old Boys' Day, July 13. 1st XI *v.* Trent College, June 1.
Wellington College, Berks.	July 30 to Sept. 20	
Wellington School, Somerset	July 30 to Sept. 19	1st XI *v.* Old Boys, June 10. Swimming Sports, July 27.
Westminster School ..	July 30 to Sept. 19	
William Gibbs School for Girls	July 31 to Sept. 19	Sports Day, July 25.
Winchester College ..	July 30 to Sept. 20	
Wilson's Grammar School	July 30 to Sept. 22	Garden Party and Old Boys' Match, July 27.
Worksop College ..	July 30 to	1st XI *v.* M.C.C., June 13.
Wrekin College	July 30 to Sept. 24	Prize Day, June 7. O.T.C. Inspection, June 8.
Wycliffe College.. ..	July 31 to Sept. 20	Speech Day, June 21. Old Boys' Day, July 12.
Wycombe Abbey School	July 31 to Sept. 25	Speech Day, July 5.
Wyggeston Grammar School	July 30 to Sept. 18	Speech Day, July 30. Athletic Sports, June 6. Swimming Sports, July 25.

Personal Paragraphs

Miss M. Mellanby, who is to take up her appointment as Governor of the Women's Borstal Institution at Aylesbury, at the beginning of July, is at present Senior House Mistress and English Mistress at Roedean Girls' School, Brighton. Miss Mellanby is a former pupil of Princess Helena College, Ealing, and took the Med. and Modern Languages Tripos in 1917 from Newnham College, Cambridge. She has been on the staff at Roedean since 1921.

* * *

The death of Dr. Shepherd Dawson, Principal Lecturer in Psychology in Jordanhill Training College, on March 26, will be deeply regretted in university circles and by members of the British Association. The following tribute to him has appeared in the *Scottish Journal of Education*: "Dr. Dawson was a brilliant student of psychology, and at last year's meeting of the British Association in Aberdeen he was President of the Psychology Section. He was, from its inception, a member of the Scottish Council for Research in Education, and some time ago published a valuable study entitled, *An Introduction to the Computation of Statistics*. In conjunction with Prof. E. P. Cathcart, of Glasgow University, Dr. Dawson carried through an important investigation into the influence of environment on young children moved from congested city areas to the new suburban housing schemes. Intensely interested in education, Dr. Dawson acted as a stimulating and inspiring guide to many young teachers who within the last decade or so have attended his lectures and worked in his laboratories at Jordanhill. By his students and colleagues Dr. Dawson was held in the highest esteem, not only on account of his brilliance as a student and teacher of psychology, but also on account of his many fine personal qualities."

* * *

The Council of the Girls' Public Day School Trust has appointed Mrs. J. E. Hobson, at present an assistant at St. Paul's School for Girls, to be Headmistress of Belvedere School, Liverpool; and Miss G. Hudson, assistant at South Hampstead High School, to be Headmistress of Shrewsbury High School. Both appointments are to take effect on September 1 next. Miss Hobson took her degree of B.A. at the University of South Africa, and was trained at Johannesburg. Miss Hudson graduated with second-class honours in history at London, and prior to her present appointment had experience at Brighton Municipal School and Chiswick County School.

* * *

Mr. F. C. Arkless, President of the National Association of Schoolmasters, presided at the Annual Conference of the Association, held at Swansea during Easter. Mr. Arkless is Headmaster of Simpson Street Junior Boys' School, Sunderland. He is one of the founders and first Chairman of the Sunderland Publicity Club. He was on active service throughout the whole period of the War, being twice wounded, and a prisoner of war for part of the time. For some years he has been a lecturer in economics.

* * *

Mr. Andrew G. Phemister, at present Head of the Engineering and Manual Instruction Department of Mexborough Secondary School, Yorkshire, has been appointed Sub-Inspector under the Scottish Education Department. He holds the degree of B.Sc., Glasgow University.

* * *

By the death of Miss Constance Maynard, Mistress of Westfield College, University of London, from 1882 to 1913, one of the pioneers in the higher education of women has passed away. Miss Maynard was one of the first graduates of Girton College, which was then at Hitchin, and was the first Girtonian to take honours in Moral Sciences Tripos, but as Cambridge University did not then grant degrees to women, it was not until fifty-three years later that she was informed that she could use the letters, "M.A." Miss Maynard helped her friend, the late Dame

(*Continued on page 286*)

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Louisa Lumsden, in the foundation of St. Leonard's School, St. Andrews, and afterwards, with Miss Dudin Brown, founded Westfield College, her aim being to unite "true religion and sound learning." Her active interest in the College was continued up to her death, one of her last journeys to London being to attend a dinner given to the Honorary Fellows of the College, of which she was one, in connexion with the Extension Fund appeal. Miss Maynard lived to see the number of students increase from five to 150, and it is in accordance with her policy of encouraging close personal contact between the teaching staff and students that this number is not to be increased, the extensions being rather to increase that contact and influence by making it possible for all the students to live in the College.

* * *

MR. W. D. BENTLIFF, who retired from the office of Honorary Treasurer of the National Union of Teachers at Easter, has been a member of the Union for fifty-three years, a member of its Executive Committee since 1906, and Treasurer since 1919. He was also President at the Hull Conference in 1912. As the only permanent officer, he has for many years exerted a stabilizing effect on the policy of the Union. A clear speaker, with an analytical mind, and a forceful pen, he has rendered excellent service and has more than earned the title of the Grand Old Man of the Union. Teachers in other Associations likewise hold him in the greatest appreciation for his great work for the profession generally, and all will wish him that long and enjoyable retirement which he so well deserves.

ALL educationists will unite in congratulating Col. John Buchan on his appointment as Governor-General of Canada, even though they must at the same time regret that the School Age Council will lose his valuable services as chairman, in which capacity he has enlisted the support of many influential people differing widely in their religious and political outlook in favour of this most necessary reform—the early raising of the school leaving age. We do not know whether the pressure of new duties will mean that we can count on no more books from his pen, but we must hope for the best. Gratitude to him as a writer helps us to remember how versatile he has been in his pursuits. He was once President of the Union at Oxford, and has been President of the Scottish History Society and a trustee of the National Library of Scotland, while at one time he was connected with the educational firm of Messrs. Nelson & Co. During the War he was on the Army Headquarters Staff. We have no doubt that our loss will be Canada's gain, and our best wishes go with him.

* * *

OUR readers will hear with regret of the sudden death of Mr. George Morris, the Managing Director of the famous firm of Messrs. W. & R. Chambers, Ltd. He entered the firm sixty-four years ago, and when he reached his fiftieth year with it, in 1921, received many warm tributes of respect. Only a few days before his seizure he wrote to the publisher of this paper on a business matter. The firm, by the way, has supported the *Journal* consistently for nearly seventy years. ONLOOKER.

Correspondence

THE EDUCATION ESTIMATES

Will you allow me some space to comment on the leading article which deals with the education estimates in your issue of April, and to correct some misstatements.

In discussing capital expenditure on schools, you say that "it is unfortunate that the provision for new capital expenditure is still restricted. The total proposed for 1935 is £3,250,000, of which only £640,000 is allotted to secondary and technical education."

As you will see from pages 20 and 21 of the estimates memorandum, the figures which you have given are not the figures for expenditure proposed for 1935, but are figures, incorrectly stated, of expenditure approved in the first nine months only of 1934. The correct statement should be that in the first nine months of 1934 the Board of Education approved proposals for capital expenditure of £4,449,212, as compared with £3,563,534 in the whole of 1933. Of this, £1,054,587 was expenditure on secondary and technical education. In fact, the expenditure approved by the Board in 1934 was at the rate of close on £6,000,000 for the full year. It seems probable, therefore, that in 1935 it will be at least double the figure of £3,250,000 given in your leading article.

Your next point is that "It is deplorable to realize that the estimates show a reduction in the number of teachers while there are still over 6,000 classes with more than fifty on the register." The estimates do not show a reduction. What they do show on page 12 is 168,900 adult full-time teachers in regular employment in public elementary schools in 1935, the same number as in 1934, with 85,000 fewer children in average attendance in 1935 than in 1934 (page 15). Last year the number of classes with over fifty on the register was reduced by over 2,000, or about 25 per cent of the total. In the light of the figures which I have given the process of reduction will no doubt be continued.

Finally, you compare the Board's estimates of £44,000,000 with the Defence estimates of £126,000,000. But you have omitted to refer to pages 22 and 23 of the Memorandum, which show that the estimated expenditure for 1935 from the Exchequer and rates combined on education within the purview of the Board of Education is £86,000,000. To this there should be added something over £2,500,000 for grants to the universities and to agricultural education; and to that again should be added the very large sums paid for the education of their children by those who do not avail themselves of free or subsidized education. A. A. SOMERVILLE.

* * *

I accept Mr. Somerville's correction on the figures for capital expenditure, and much regret that inadvertently I quoted as the grand total the figure for elementary schools only.

But even accepting his estimated total of £600,000,000 (with which I readily agree), it compares unfavourably with the 1929 total of £8,829,000, and very badly with the 1930 total of £13,000,000, seeing that we are now in a period of cheap and unlimited money.

With regard to his second point, I agree that the estimates show no reduction in the number of teachers, but neither do they show that increase which is necessary in order to wipe out once and for all the reproach that there are still literally thousands of classes with over fifty on the register. In considering this particular estimate, I had been looking through the figures given in the Board's Report for 1933, which showed that on March 31, 1933, there were 170,579 teachers employed. Compared with that figure the present estimate shows a reduction. Seeing that there are many qualified teachers unemployed, I still feel that this particular item in the estimates is not satisfactory.

In comparing the total of the Civil estimates for Education (£44,000,000) with the total Defence estimates (£126,000,000), I was not unaware of the obvious fact that another £40,000,000 approximately comes from the rates and other local sources. But surely in dealing with estimates we are dealing with governmental expenditure alone, and it is on that reasonable basis that the comparison should be made. In that connexion, those who wish to are entitled to advocate sufficient expenditure on Defence to enable Britain to meet the needs of collective security. But if we think that the Air Force, for example, should have modern machines and hygienic barracks we are equally entitled to complain bitterly when we realize that so many of the Nation's schools are badly housed and inadequately equipped, and are not staffed in consonance with modern needs: in these circumstances the education estimates are by comparison inadequate: they are merely "lukewarm."

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Varia

Messrs. W. & G. Foyle, Ltd., 119 Charing Cross Road, London, W.C. 2, have forwarded a copy of the new issue of their catalogue "Oriental Languages—New and Old." The catalogue runs to forty pages and contains a section on Manuscripts. Messrs. Foyle can generally supply all new or second-hand books required.

* * *

Messrs. Frederick Warne & Co., Ltd., have issued a list of early summer publications which includes *The Spider and Allied Orders of the British Isles*, by T. H. Savory, *The Art of Modern Housekeeping*, by Mrs. C. S. Peel, *Noel Howard, Midshipman*, by Vice-Admiral Sir E. R. G. R. Evans, K.C.B., D.S.O., *A Manual of Flags*, revised by V. Wheeler-Holohan, and *The Income Theory of Prices*, by I. S. Robertson.

* * *

Birkbeck College Amateur Operatic Society will present "Tantivy Towers" (book by A. P. Herbert, music by Thomas F. Dunhill), for three performances in the College Theatre on Wednesday, Thursday, and Saturday, May 8, 9, and 11, 1935, at 8.15 p.m.

* * *

The Child-Study Society has arranged for a discussion on Co-education to take place on May 9, at 6 p.m., at the Ben Uri Gallery, Upper Woburn Place, London, W.C. 1. Miss V. A. Hyett, Joint Head of King Alfred School, will speak for and Mr. Hadyn Davies, education correspondent of the *News-Chronicle*, will oppose. For non-members the admission charge will be 1s.

Messrs. George Philip & Son, Ltd., who are the sole distributors of "Constructments" Educational Apparatus to Schools and Colleges, have prepared an attractive illustrated catalogue which can be obtained free on application to 32 Fleet Street, London, E.C. 4. "Constructments" consists of sets of simple, interchangeable parts for the construction of the various instruments employed in the teaching of biology, botany, chemistry, optics, light, and other branches of science.

* * *

MEDITERRANEAN CRUISES.—Messrs. Ellerman's City Line, 104 Leadenhall Street, London, E.C. 3, have forwarded details of holiday cruises in the Mediterranean by the s.s. *City of Nagpur*. Many ports of call are included, and excellent arrangements made for sight-seeing. The cruises vary both as to length of time and itinerary. Those considering a holiday cruise would do well to obtain particulars from Messrs. Ellerman.

* * *

THE PROGRESS OF SCIENCE and its intensive application to human affairs have been marked features of the past twenty-five years. *Nature*, the leading scientific periodical, has very appropriately announced the publication on May 4 of a special issue as a tribute of science to the King's Jubilee celebrations. It is to include thirty special articles, surveying scientific topics which have come to the fore during the King's reign, and written by the leading men of science of the country.

Prize Competitions

The Winner of the April Competition is "Borderer," *proxime accessit* "Magister."

The Winner of the March Competition was Mr. Irvine Gray, 3 Rose Terrace, Perth, Scotland.

The prize in the February Competition goes to Miss Mary Spalding Walker, Merlinhaven Lodge, Wotton-under-Edge, Glos.

The name and address for an earlier unclaimed prize is Mr. H. Swinburn Ward, Overseas League, The Club House, 4–5 Park Place, St. James's Street, S.W. 1. He did not claim it until begged to do so because he thought another version better than his. The account between us is, however, squared by his having "differed acutely" from us on some other occasion "in the opposite sense."

We classify the sixty-six versions received as follows:

Class I.—(*a*) Borderer, Magister, Damon, Gine (1), Martin, Nomasi, Beetle, Emjay, Fidelis, Atossa (1), St. Benoît, Llanandras, Memus, Zlata Husa, X., Yendu, R. E., Natalie, Cambria, R. A. D., Atossa (2), Dexter, Nochmals (1), F. L. Goad, Stänel, Claus, F. H., Chateau d'If, E. R. S., Itzehoe, Ex or, Patricia, W. J. H., Agricola.

(*b*) Winton, Katty Ann, Nochmals (11), Tula, H. L. R., Paddy, Nix, Lapis Lazuli, Julie, Blackwing, A. D. M., Salonique, Gine (2).

Class II.—Signy, Urbanus, Ekroy, Hibernia, J. E. M., Old Trident, D. S. S., Geheim, G. J. B., Spiegelbild, Taube, Senator, Onyx, Just Luck.

Class III.—August, E. H. S., E. L. C., Elsa, Hopeful.

POEM BY RICARDA HUCH:

SEHNSUCHT

Um bei dir zu sein,
Trüg' ich Not und Fährde,
Liess' ich Freund und Haus
Und die Fülle der Erde.

Mich verlangt nach dir,
Wie die Flut nach dem Strande,
Wie die Schwalbe im Herbst
Nach dem südlichen Lande.

Wie den Alpsohn heim,
Wenn er denkt, nachts alleine,
An die Berge voll Schnee
Im Mondenscheine.

TRANSLATED BY "BORDERER"

Only to be with thee
  Danger I'd face and need,
I would leave friends and house
  And the rich world's meed.

My being yearns for thee
  As the wave for the strand;
As the swallow in autumn
  For some southern land.

As the Swiss lad for home
  When he thinks lone at night,
Of the mountains, snow-clad,
  In the pale moonlight.

TRANSLATED BY "MAGISTER"

Just with thee to be,
  Want would I bear and danger;
Friend forsake and home,
  To earth's bounty a stranger.

I so long for thee,
  As the tide shoreward flowing,
As the swallows fly south
  In their autumn going.

As the hill-man for home,
  When the lonely night calleth;
His thoughts to snowy peaks
  Where moonlight falleth.

TRANSLATED BY "DAMON"

I would lose for thee
  All that life can offer,
Even friends and home,
  And all hardships suffer.

To thy side I press
  Like the flood-tide onward;
Like the swallow that hies
  When the leaves fall, sunward.

Like the thoughts of a lad
  For his own hills pining,
And the snow-fields bright
  In the moon-beams shining.

(*Continued on page* 290)

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TRANSLATED BY "GINE"

Beside thee to be,
Dearth and danger bearing,
I'd leave friends and home,
None of earth's pleasures sharing.

To thee I am drawn
As the flood to shore tending;
As the swallow turns south
When the summer is ending;

As the hill-man, lone
In the night, longs pining
For his mountains, deep snowed,
In moonlight shining.

TRANSLATED BY "MARTIN"

If to thee I might fly
No risks should restrain me.
Home and friends I would leave,
And no wealth would detain me.

As the tide to the shore,
To thee I am turning;
As the swallow in autumn
For sunny lands yearning.

As the lad from the Alps
In lone nights will be pining
For the snow-peaks of home
Where the moonlight is shining.

TRANSLATED BY "NOMASI"

But to be with thee
I would bear pain and strife,
Leave my home and friends,
And the fullness of life.

I so long for thee,
As the wave for the shore,
As the swallows at fall
For the south once more;

As the Swiss lad for home,
Dreaming lonely at night
Of Alps covered with snow
In the moonbeam's light.

TRANSLATED BY "BEETLE"

Could I be with thee,
Danger and need I'd bear,
Leaving friends and home,
And all that men hold dear.

My heart long for thee
As the tide for the strand,
As the swallow in autumn
For some Southern land;

As the hill-man longs
Through the lonely nights
For the moonlit snow
On far-off heights.

TRANSLATED BY "EMJAY"

To be by thy side
Want and dangers all daring,
I'd leave friend and home
And of earth's joys be sparing.

Oh, I long for thee
As for sea sighs the river;
As Autumn's call South
Sets the swallow a-quiver;

As the Swiss exile longs,
When alone in the still night,
For snow-covered peaks
Where his home sleeps in moonlight.

TRANSLATED BY "FIDELIS"

Only to be with thee,
Be want or danger mine:
From friends, from home I'd flee,
All that Earth gives resign.

My heart toward thine doth yearn,
As shoreward rolls the main;
As southward swallows turn,
Ere winter come again;

As home the mountain-lad
Calls through the lonely night,
Mindful of heights snow-clad,
Beneath the cold moonlight.

TRANSLATED BY "ATOSSA" (1)

To be by thy side
Want and danger I'd bear,
Would forsake friends and home,
All earth's bounties could spare.

My soul longs for thee,
As the sea seeks the shore,
Or as swallows home South
When the summer is o'er.

As the Alps' banished child
Pines in lone thought at night
For his snow-covered mountains
Clear 'neath the moonlight.

Sixty-six entries is a goodly number for a German verse month, but no doubt the brevity and lyric simplicity of Ricarda Huch's poem proved the attraction. As is usual when the versions are of fairly uniform excellence, we had to be most pernicketty in order to classify at all. Thus Class I (*a*) are all accurate translations and creditable verse; (*b*) consists of accurate translations but considerable variations of metre; the poems are all charming, but the effect in some is marred by rhyming monosyllables in some verses and disyllables in others. "Atossa" is commended for noticing this point: she sent in two attempts, one all monosyllabic rhymes and the other disyllabic. Three competitors, "Nix," "Lapis Lazuli," and "Blackwing," entirely disregarded the author's metre and wrote very gracefully in one of their own choosing. "A. D. M." marred his poem still further by rhyming *yearn* with *bourne*.

Class II had errors of meaning, trifling errors only, but even these must count in a neck-and-neck race. We shall enumerate the principal errors later.

Class III embraces several friends who need to work up their German, with special attention to grammar. We ag ee that *Wie den Alpsohn heim* is difficult, but the antecedent to it is *Mich* (acc.) *verlangt nach dir*, which explains the construction.

A very common error was mistaking *trüg'* (subjunctive) for *trug* (indicative). The chief offenders, with their mistakes, were: "Signy," *Beside thee to dwell, I faced need and danger.* "Urbanus," *Should loss of all betide me.* "Ekroy," *As the hillman at home* (whereas the meaning is *nach seinem heim* and not *zu Hause*). "Geheim" has the same error: *Alone at home by night.* "Hibernia," *To be with thee, with thee, | From home and friendship turning | I, toil and want endure, | Earthly pleasures spurning.* "J. E. M." *Only to be with thee | Want I suffered and danger, | Gave up my friends and home | Now to earth's wealth a stranger.* "Senator," *To be with thee I faced | Dangers, coffers empty.* "Taube," *Burden and want did I bear.* "Old Trident," *Must I bear need and flight | Must I leave home and friend | And earth's delight.* "G. J. B." *To be with you I bore it.* "Spiegelbild," *Earth's fulness to a stranger.* (We think this must have been an error in copying.) "D. S. S." *Beside thee to tend | I endure want and fear.* "Onyx" had two errors: *In the fulness of the year*, and *As the Alpine son nears home.* "Just luck" should be in a little class to himself for adding an error in English: *Like at home the son of the Alps.*

Two free versions, from "Gine" and "Salonique," aroused our interest; we quote "Salonique's" last verse:

As your Irish boy, Erin,
When at night-time, alone,
He'll wish for the brown bog
In the rain by Athlone.

(*Continued on page* 292)

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We had pleasant letters from "Superannuated," "Beetle," "Atossa," Claus," "E. R. S." and "Signy," who ends with a message of congratulation to "Chauve-souris" on "her accurate as well as poetical translation of the French carol, and also on her successes in the *John o'London* competitions." We were amused at "Signy's" "league-long raid" on a stamp machine to obtain enough stamps to send in lieu of coupon.

We thank "Itzehoe" for her delightful children's play, *Alice in Lesson-land*, published by Relfe Bros., Ltd. "Itzehoe" also sends an interesting note: "Did you know that Schopenhauer was an uncouth, loutish young man? He greatly worried his elegant mother and sister, and was always out of his element in their Weimar salon. I think their pedantic elegance drove him to desperation! He was a contemporary of Goethe's son August, and Helene Böhlau describes them all vividly in her recollections of her grandmother."

Our grateful thanks to "Winton" for his kind Easter wishes.

Those competitors who have from time to time expressed a wish for a Latin competition will now see their desire gratified, and we look for a noble response.

A Prize of Two Guineas is offered for the best translation of the following passage from the "Agricola" of Tacitus (Furneaux's edition, Clarendon Press.):

Tu vero felix, Agricola, non vitae tantum claritate, sed etiam opportunitate mortis. ut perhibent qui interfuerunt novissimis sermonibus tuis, constans et libens fatum excepisti, tamquam pro virili portione innocentiam principi donares. sed mihi filiaeque eius praeter acerbitatem parentis erepti auget maestitiam, quod adsidere valetudini, fovere deficientem, satiari vultu complexuque non contigit. excepissemus certe mandata vocesque, quas penitus animo figeremus. noster hic dolor, nostrum vulnus, nobis tam longae absentiae condicione ante quadriennium amissus est. omnia sine dubio, optime parentum, adsidente amantissima uxore superfuere honori tuo: paucioribus tamen lacrimis comploratus es, et novissima in luce desideravere aliquid oculi tui.

Si quis piorum manibus locus, si, ut sapientibus placet, non cum corpore extinguuntur magnae animae, placide quiescas, nosque et domum tuam ab infirmo desiderio et muliebribus lamentis ad contemplationem virtutum tuarum voces, quas neque lugeri neque plangi fas est. admiratione te potius et immortalibus laudibus et, si natura suppeditet, similitudine colamus: is verus honos, ea conjunctissimi cuiusque pietas. id filiae quoque uxorique praeceperim, sic patris, sic marit: memoriam venerari, ut omnia facta dictaque eius secum revolvant, formamque ac figuram animi magis quam corporis complectantur, non quia intercedendum putem imaginibus quae marmore aut aere finguntur, sed, ut vultus hominum, ita simulacra vultus imbecilla ac mortalia sunt, forma mentis aeterna, quam tenere et exprimere non per alienam materiam et artem, sed tuis ipse moribus possis. quidquid ex Agricola amavimus, quidquid mirati sumus, manet mansurumque est in animis hominum, in aeternitate temporum, fama rerum; nam multos veterum velut inglorios et ignobilis oblivio obruit: Agricola posteritati narratus et traditus superstes erit.

Initials, or a nom de guerre, *must be adopted by* ALL *competitors, but the prize-winners, and the competitors awarded the second place, will be required to send real names for publication if necessary.*

No competitor will be awarded a prize more than ONCE *during a given year, though the name of the competitor gaining first place will be published each month.*

All entries for this month's competition, which must be accompanied by the coupon printed on page 259, *must reach the office by the first post on June* 1, 1935, *addressed* "PRIZE EDITOR," The Journal of Education, *Three Ludgate Broadway, London, E.C.* 4.

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The Royal Jubilee

We are convinced that we interpreted aright the views of our readers the world over, when we decided to devote a large proportion of our space this month to those echoes and reminiscences which are inevitably awakened in the minds of persons who have been engaged in educational work during the first twenty-five years of the reign of His Majesty the King, or during a considerable part of that period. Accordingly, we have invited several contributors to write each from a special point of view, upon an aspect of the King's reign. Of most of them, it may be said that they are of those who have borne the burden and heat of the day, men whose names are well known to readers of this *Journal*. One of them is—we think fittingly—of the younger generation. It is right that on this occasion of remembrance "growing opinions" should be represented as well as settled opinions.

By way of providing a suitable framework, one of the articles passes, in necessarily brief review, the outstanding political events, national and international, of King George's reign. Both within and outside his dominions, it has been, as the writer justly says, a militant, angry, and unrestful age. A glance at the contents of Mr. D. C. Somervell's book on *The Reign of King George V*, reviewed in another column, affords a further reminder that, even apart from the epic of 1914–18, the period has been one of unexampled commotion and anxiety—of physical and political conflict, of booms and slumps, of crises and strikes. But amid all this turmoil, King George has reigned securely, more and more winning his way into the respect and affection of his people. As some one has well said, he has won the significant distinction of being taken for granted.

To have strengthened the traditions of a limited monarchy, and in doing so to have welded together more

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firmly than ever the scattered components of a vast empire, are remarkable achievements. And the connexion of these two facts is rightly emphasized by one of our contributors. The cement that binds together the many and various parts of the British Commonwealth of Nations is not of simple composition, but there can be no doubt whatever that one of its most effective ingredients is a common loyalty to the occupant of the throne. Throughout his dominions, at great crises in the world's affairs, it is to the King that all eyes naturally turn, as not merely symbolizing, but as summing up in himself, that unity which is the source and secret of strength. This we believe to be the simple and unanswerable psychology of our monarchy as an institution. But to his gifts of sereneness and steadiness, King George has added a personal and manly charm which has been singularly fortunate for a democratic people in these days. Poor old democracy is having a bad time in other lands, and it may be that England, having done much to save the world by its exertions, may now help to save the world by its example.

But an uneducated democracy is a subtle contradiction in terms. No attempt at such a form of government could long survive. And so we are brought round to the education of the people as fundamental. Our contributor who compares and contrasts "then" and "now" shows how immense has been our educational achievement during the past quarter of a century, in spite of all drawbacks and difficulties. Of course we do not assert that education is of itself enough to make a democracy. The example of Germany would disprove such an assertion. It must be the right kind of education. It must be an education which assumes that nothing but good can ultimately come from all reasonable freedom of speech and of action. It must be an education in which, as has recently been contended, the textbooks of history are not conceived and written with an eye to the fostering of any one political creed.

The advance and spread of education during this period, and the march of scientific discovery, have indeed done much to create a new social life. The stimulus given to scientific invention during the War has gone far toward abolishing the dull repetitive process in industry, and it would seem as though the solution of the unemployment problem will not be attained until the full effects of this change in the very life of industry has been fully realized. The hours of labour have been shortened, and the hours of leisure have been lengthened, and for the moment we have to regard an unemployed person as experiencing unwanted leisure. Anyhow, both for normal and for abnormal leisure, education is of paramount importance. Never has this fact been so clearly recognized as in the later years of the King's reign.

A review of our issue of May, 1910, affords food for thought. At that time we were saying things about salaries and pensions which seem somewhat antediluvian now. On the other hand, we were saying things about school-leaving certificates which suggest how slight is the advance which has been made in the more subtle and the more essential things in education. Yet we would end upon a note of hope. For it is during the King's reign that we have at least evolved something approaching a system of education. Let us see to it that during his life-time we shall so far improve that system as to make England still safe for democracy.

Occasional Notes

THE correspondence about university representation in Parliament in the *Spectator*, to which we referred last month, has been continued by Sir Ernest Graham-Little, Canon Douglas, and Mr. Stewart Cook. One important point is explained—the open character of university elections. The ballot, designed to prevent intimidation, has never been applied to university elections. This must be regarded as a compliment to universities, implying that intimidation would neither be attempted nor suffered. Not many years ago election by graduates to the Senate of the University of London shared the same characteristic, but such open election has been abolished somewhat surreptitiously. It is a great advantage to candidates to know which members of Convocation are interested in these elections. In London University elections to Parliament, a very high proportion of the voters exercise the franchise; but the proportion taking part in elections to the Senate is much lower and, under secret voting, the names of those who abstain from voting are not disclosed, and it is not possible for candidates to make a special effort to stimulate their interest.

University Representation.

BY nominating Prof. Major Greenwood, F.R.S., and Prof. J. R. Jeffery, F.R.S., for election by Convocation to the Senate of London University, the Graduates' Association is presumably willing that the University of London should become a professorial University in regard to its educational control, a thing much dreaded some thirty or forty years ago. Mr. (afterwards Lord) Haldane actually resigned from the Council of University College as a protest against an attempt to establish a professorial university in London. Even in educational matters, there is a lay or "professional" interest, or if you prefer the term, a "consumers'" interest, which ought to be safeguarded. If election by Convocation were the only method by which professors of the University could be elected to the academic governing body, there would be every reason for electing a proportion, a fair "ration," of professors. But the professors and other teachers have been given generous independent and specific representation on the Senate by direct election by the Faculties. Convocation seats should, as a rule, be reserved for laymen or professional representatives in order to secure a balanced constitution.

Lay Interest in University Education.

AN official announcement declares that a Bill will be introduced in the House of Lords for the reconstitution of the University of Durham in accordance with the recommendations of the Royal Commission, the report of which has been published recently. The Bill, we are informed, will empower the President of the Board of Education to appoint Statutory Commissioners to make new statutes and to carry through the reorganization proposed by the Commission. We know of no precedent in university legislation for such a power to be given to the President of the Board of Education.

Durham University.

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These Commissioners will do executive work—not advisory work such as is done by a Royal Commission—and their names should be published in the Bill. Both the College of Medicine and Armstrong College are in a constitutional sense limited companies. Their dissolution can presumably only be implemented with the consent of their members. We should have expected a longer time to elapse between the publication of the Report of The Royal Commission and the announcement of legislation, in order that discussion could take place and representations be made to the Government by interested parties.

Accessibility of Public Schools.

DR. NORWOOD'S suggestion that public schools should be made accessible to elementary schoolboys is an interesting one. The education given in the public schools, he says, is good, but it is a class education and not possible for poorer homes. There would be a more healthy and social community if it were possible for the poor boy to go to Eton, and all the public schools should introduce a scheme to open their doors more widely. That could only be done by the expenditure of public money, and the selected boys would have to have two years at a preparatory school first. They could be chosen partly on their intellectual promise and record of personality and trained in the preparatory school at the cost of the State. He believed the public school authorities would share expenses incurred with the State. Such a scheme would bring about a new spirit and outlook in regard to education. We have every sympathy with Dr. Norwood's desire to break down class barriers, but we do not think that anything but a wide application of his scheme would have much influence in this direction. Would it not happen, if only a small number of elementary schoolboys underwent this training, that they would in effect pass out of one class into another while the classes as a whole remained unaffected? Still, we should like to see something on these lines tried out, if only because our unhappy class divisions are the cause of much dangerous misunderstanding.

Lord Eustace Percy and "Choices."

THE fear that something other than the simple raising of the school leaving age is in the minds of some of our legislators will not be allayed by some suggestions made by Lord Eustace Percy in the *Teachers' World*. Even to-day, he asks, would not Rousseau accuse us of making our democratic education as academic as the old aristocratic education which he attacked, and might he not say that the agitation for raising the age is a final attempt by the schools to keep the child away from life? Our chief task to-day is to reconcile the school with industrial and agricultural apprenticeship. For that purpose we must to some extent bring the school into the factory and send our school pupil on to the farm. In other words, our main task is the creation of the day continuation school, and if we raise the age it must be with that end in view. But, he adds, why should not both come together as alternatives? Let us begin our provision for a new system of education from 14 to 18 by running the fourth year of our senior schools side by side with a two-year continuation school from 14 to 16 and offering these as alternatives. It seems necessary to say again that while we should be among the first to welcome more "practical" work in secondary schools, we, in common with the great mass of educational opinion, want full-time education in secondary schools for all children up to the age of 16. After that might very well come the day continuation part-time course. The announcement that Lord Halifax made during a visit paid to the Tootal Broadhurst Lee Continuation School to the effect that he is keeping an open mind on the leaving age question is another indication that watchfulness is necessary.

Higher Education and the N.U.T.

WE do not know how far the Higher Education Notes in the *Schoolmaster* may be regarded as officially inspired, but a paragraph of some significance appeared in a recent issue. The writer, in referring to the alliance recently concluded with the Educational Institute of Scotland, said that it was of peculiar interest to higher education members because, when unity among Scottish teachers was secured in 1917, the rights of the minority of secondary teachers were secured by dividing Scotland into four "secondary districts." At least a quarter of the general council of ninety delegates must be higher education members, and the Executive Committee of twenty members must consist of ten primary and ten higher education members. This "half and half" principle also governs the constitution of the Education and Salaries Committees. In the secondary districts provision is made for regular delegate meetings. The writer claims that this experimental constitution has stood the test of time, and says that although conditions in England and Wales are in some respects different from those in Scotland, it may not be too much to hope that eventually we may achieve unity on slightly similar lines. While we are not quite sure that Scottish secondary teachers are fully satisfied, we should be interested to know whether the N.U.T. envisages a federation whose executive would contain equal numbers of primary teachers and of representatives of the various secondary associations. So far as we are aware, this would be an advance on any proposal yet put forward.

History with a Bias.

SOME pertinent remarks on history teaching were made by the Headmaster of Sedbergh at the Conference of the Incorporated Association of Preparatory Schools at Oxford. He said that the principles of selection by which teachers of history in schools were guided, unconsciously for the most part, and the general character of the interpretation of the past given by these teachers, were so definitely biased as to be socially harmful. If this be true of history teaching in all schools it was the more so in the lower forms of public schools and in schools of the preparatory type, for there boys were being trained at an age when the critical faculties were still dormant. It was a time when the minds of the victims were clay in the hands of the potter, and often a blind potter at that. History was fundamentally the training in the art of seeing the various sides of a question. The history we taught he believed to be the history of false heroes, and we dared to call it the history of the English people. What we were really doing was to get at the young while they were young in order to maintain a static world. History, as taught, was a set of views and a set of prejudices, and the trouble was that they were not modern views or prejudices; they were outworn. While we may dissent from Mr. Smith's final remark that he would like to see

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frank fiction substituted for history, we welcome his speech as a much needed breath of fresh air. It ought to be possible to present differing views of controversial historical questions in the schools in such a way as to encourage discussion carried on without acrimony.

Educational Films.

THAT the film will play an increasingly important part in education has been axiomatic for some years. We learn with interest that all schools in Birmingham are to be equipped with film-projecting apparatus. The teachers have suggested that Birmingham, a pioneer in education since the days of Joseph Chamberlain, should make its own films. Why should not every great city make, or cause to be made, films illustrating its own history for use in its schools? But the main work of making educational films will, we suppose, be done by special organizations. If the present supply of educational films is inadequate, patience must be shown. While the films are being prepared, research work might be undertaken on the psychology of film teaching, the fixation of impressions through pictures contrasted with written or oral impressions. One has only to see a queue of children with pennies in their hands waiting outside the cinema to realize that the film attracts the natural interest of the child; and we may hope that educational films will prove as interesting and stimulating as films of adventure and romance.

Restoration of Cuts in Teachers' Salaries.

"THERE still remains for consideration," said the Chancellor of the Exchequer in his Budget Speech on April 15, "that part of the cuts in remuneration which I was not able to withdraw last year. . . . I therefore propose to clean the slate and make a full restoration as from July 1." The news will be a relief to thousands of teachers who have felt that, since 1931, they have been unjustly treated. When the original cut of 10 per cent was made in that year, teachers protested that they were citizens as well as teachers. In common with other citizens they were prepared to bear their share of any necessary burdens if the sacrifices demanded were general to the whole community and scrupulously equal in their incidence. But they knew that, after salary cuts were made, they would be called upon to pay any increased taxation on the remainder. They stood for equality of sacrifice and did not believe that to be possible if cuts were made first. When the Budget of 1934 was announced they were again disappointed in that only half of the original cut was restored. However all that may be, the cuts are restored now and, what is more, many teachers will enjoy the changes in allowances in connexion with income tax. On both these points we congratulate both the Government and the teaching profession.

Sixth Form Grants.

REVISED regulations for secondary schools circulated by the Board of Education indicate that grants to secondary schools in respect of advanced courses are to be extended to all schools in receipt of direct grant. The existing arrangements are such that the payment of grant for sixth form work in a relatively small number of direct grant schools is subject to conditions which do not operate in respect of the far larger number of provided and indirectly aided schools. The Board has accordingly decided to substitute an article under which grant will be payable on a capitation basis in respect of all recognized sixth form pupils receiving direct grant. This grant will be payable on a sliding scale based on the principle of a higher rate of grant for the first fifteen pupils (£16 each), while for the next fifteen the rate will be £12 and for others £10. With a view to spreading over a period of years the incidence of such loss as some of the schools must suffer, no school will for 1935–6 receive less than 90 per cent of the grant which it received for 1934–5, nor less than 80 per cent of the same grant for 1936–7, and so on. The Board asks authorities in future so to regulate admissions as to ensure that classes shall, so far as practicable, be limited to thirty pupils and shall in no circumstances exceed thirty-five. In this respect we should have preferred a stronger pronouncement.

Enemies of Education.

IN the course of a characteristic article on this subject in the *Teachers' World*, Mr. G. K. Chesterton remarks that there are two types of men who now threaten to starve or stunt education; and of all types the first is the most stupid, and the second the most sterile. One is the most vulgar and materialistic type of rich man—the sort of man who often says as a boast, "I never had any education"; the inference being, "And behold the beautiful and radiant creature that I am." To him the philosopher will find no difficulty in replying, "Sir, I accept your apology, even if it was not intended as such. You have come through life without striking one interesting patch in it; you not only grind the faces of the poor but keep your own silly nose to the grindstone as well; you kill yourself with work and worry to heap up wealth that you will never see, and which it is impossible for you to know how to use or even to enjoy. Surveying your life, and what you have made of it, I can readily believe that you never had any education." The other type is a sort of negative sceptic who is always asking what right he has to hand on his own notions to a child, or how he can take the responsibility of casting the mind of the future in this or that mould. He is like a man who should say that the effect of food is so incalculable that he cannot take the responsibility of giving a child anything to eat. It does not strike him that there is rather more responsibility in not instructing him than there is in instructing him. If these shafts could only reach their intended victims they might do good.

Jubilee Trust.

FOUR millions, providing an annual income of £100,000 for the country's youth as a memorial of Silver Jubilee! "We want to give the boys and girls of the country," said Commander Adams, in explaining the objects of the Trust, "especially those in what are known as distressed areas, a decent outlook on life." The Prince of Wales has given whole-hearted support to the scheme. He inaugurated the appeal by a broadcast talk on April 12, and is allowing St. James's Palace to be used as the address for receiving subscriptions. Already many generous gifts have been received, including £25,000 from the Imperial Tobacco Company. There is no intention, we understand, of setting up a large and costly central organization. The Trust will rely largely on voluntary administrative help and local organizations will be established. An investigation in Tyneside and Durham, last summer, demonstrated that in

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1937 there will be in Durham County alone, 30,000 boys between 14 and 18 years of age surplus to requirements, without work or hope of work. A gigantic problem is unfolded, to be tackled only in a bold and far-seeing way.

THE new British Council for Relations with Other Countries has set itself a formidable task—to promote knowledge abroad of what Great Britain stands for in literature, art, music, science, education, and other aspects of national life. There is obviously a great need for countries to understand one another and no impartial student of recent history will deny that the Great War might have been averted, had there been fuller knowledge of national characteristics. Lord Tyrrell, formerly Ambassador of Paris, is to preside over the new Council which is to receive a grant of £6,000 from the public funds in 1935–6 as a contribution to the admittedly large sum required, if the Council's work is to be achieved. The activities of existing societies are to be encouraged and co-ordinated. There is, of course, a commercial aspect to the work of the Council, and both the Association of British Chambers of Commerce and the Federation of British Industries have agreed to co-operate.

British Culture Abroad.

ZONING, a new term, appears to be an alternative to a system of provincial education authorities which has been under discussion for some twenty years. As advocated by Dr. J. Ewart Smart, in his presidential address to the Association of Directors and Secretaries for Education, it would obviate overlapping without any serious disruption of the present administrative areas, would promote greater opportunity for movement among the teaching staffs and encourage joint appointment of specialists, such as psychological experts and advisers for physical training, art, handicraft, and music. Nothing was said about the urgent need for larger areas for higher education. The anomalies of the present system are becoming more patent every day and we should not be surprised if some of these were challenged by Government auditors. It may be recalled that the Act of 1902, one of the greatest educational reforms in our history, arose from the Cockerton decision, forbidding Board Schools to provide higher education. Nor was anything said about the future of Part III authorities, a subject on which Dr. John Strong and other experts have expressed emphatic views.

Zoning.

CONGRATULATIONS are due to the Oxford University Appointments Committee on the marked increase in the number of appointments obtained for members of the University—from 214 in 1926 to 452 in 1934—owing largely to the co-operation of the new Oxford Society. A University being in origin a union for mutual protection and support, it seems fitting that *alumni* who remain members of the University after ceasing to reside should show their interest in this way. The increase is most marked in educational appointments—from 61 to 182—and in business and industrial appointments—from 39 to 101 in the years stated. We note especially the increase in business appointments without any misgiving that Oxford will be turned into a commercial academy such as R. L. Stevenson depicted in *The Wreckers*. The Military elegacy reports the grant of twenty-eight commissions in the Services and eight permanent commissions in the Royal Air Force. The Cambridge Committee also reports substantial increases in the number of educational and business appointments secured. The increase in the total appointments at Cambridge between 1924 and 1934 was from 400 to 525.

Appointments for University Men.

MR. H. A. L. FISHER, appealing to Oxford University on behalf of the Academic Assistance Council for the assistance of German University teachers dispossessed under the Hitler *régime*, said that up to January £252,000 had been raised; but a large additional sum was needed. The number of scholars removed from their places in Germany, Sir Frederic Kenyon, Chairman of the Council, reported, was 1,202, of whom 650 had to leave the country. Of these, 248 had been permanently and 366 temporarily provided for; forty are permanently settled in this country and 170 temporarily. Great Britain has gained some distinguished scientific workers. Germany, Sir William Beveridge said, had issued a challenge which we could not ignore—a challenge to our belief in science, scholarship, and freedom. A challenge —and an opportunity to the world to turn a black page in its history into a bright one. We commend this appeal to our readers. The offices of the Council are at Burlington House, W. 1.

Scholars in Exile.

IN presenting the Army Estimates in the House of Commons, the Financial Secretary of the War Office, Mr. Douglas Hacking, said what is demonstrably true, that the Officers Training Corps is an "essential feature of our defence arrangements," involving very little expense from public funds. Propaganda against militarism, in which term military defence is apparently included, has been insistent for some years, and has not been without effect in some university O.T.Cs. At Oxford, it has been suggested, the O.T.C. is regarded as a cheap way of learning to ride. The least that the Army Council can do is to state publicly that it is "very grateful to the authorities of the various schools and colleges" for their assistance in providing military training through the Officers Training Corps. Some of the methods of the Army may not be congenial to the university atmosphere. We are not surprised to learn that the cruder methods are resented even by the general public, as indicated by recruiting statistics. Nevertheless the problem of national defence remains, and it is fitting that our universities and schools should play their part.

Officers' Training Corps.

THE *School Science Review* mainly consists of articles of a severely technical character. An exception must be made in favour of Mr. W. H. Fyfe's article, "Science in Secondary Education" in the March issue. Schooled in the "grand old fortifying classical curriculum," the writer soon suffered from "the want of the idea of science, of systematic knowledge" which Matthew Arnold regarded as "the capital want of English education and of English life." To inculcate a sense of the value of truth, he regards as the chief objective of scientific training. He commends, therefore, the "heuristic method," a method which has the great advantage of providing employment for the hands. "Handwork in schools is almost inevitably educational." Finally, science must be studied not only actively but

Science in Secondary Education.

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broadly. Small and great, slow and fast, dead and living matter, what wonderful stimulus to the imaginative powers is provided by the raw material of science, by the progression from lower to higher conceptions and syntheses.

The Irish Free State—Homework:

THERE was considerable agreement reached among the representatives who attended a conference about homework in secondary schools, summoned by the Minister of Education of the Irish Free State. The main points of agreement were that homework was desirable, that children of the age of 12 should spend from one hour to one hour and a half at preparation, and that this should be gradually increased up to two and a half hours to three hours for pupils aged 18: only about three written exercises should be done each night, that these should be short and should be based on work thoroughly taught in class. As Irish schools usually end at three o'clock, and on some days earlier, it was felt that a reasonable amount of work in the evenings was desirable in the interest of the pupils themselves. An interesting school was brought to the notice of the public recently, when a presentation was made to Capt. Kellett, Headmaster of the Irish Nautical College and Training School. This school, managed by the Ministry of Education, trains young men for the Mercantile Marine and enables them to obtain the necessary certificates of competency in navigation. During the last nine and a half years, 560 students attended the course of instruction, so that the College evidently supplies the public need.

Ministerial Reports:

THE Minister for Education, in the discussion which took place in the Dail on the Vote for his Department, was able to report several important activities during the past year. Under the guidance of the most competent European expert in the study of peat bogs, a vast scheme of investigation in bogs from Kerry to Donegal was carried out. The results are expected to be of great use to the archaeology of the country, but they are not yet completed. The Minister also revealed the Government's plan to use the Viceregal Lodge as an extension of the National Museum. It will probably contain a new Fold Museum, as well as large art and industrial collections. His report about vocational education was most satisfactory. Additional teachers and new centres have been provided and yet the classes are quickly filled. He is satisfied, too, with the progress of secondary schools, in which the total number of pupils has again increased.

And the Revival of Irish.

THE Minister is, however, dissatisfied with the results of the vast efforts and sums of money expended on the revival of Irish. He criticized the methods of primary teachers who failed to prepare appropriate lessons in Irish, but he always faces facts and sees that the failure to make progress is mainly due to the parents. He confesses that English is making a determined invasion in the homes even of the Gaeltacht, or Irish-speaking districts. Any unprejudiced person who is at all in touch with the people of the Free State can see that the parents take little interest in Irish at home, with the result that the children quickly forget the language they have learned at school at so great cost and labour. The primary teachers, who can best judge the results of their own efforts, are becoming increasingly dissatisfied about the whole position, as is shown by a recent letter of criticism written by the Secretary of the Association.

A Parent-Teacher Association in Dunfermline.

MR. W. W. McKECHNIE, Secretary to the Scottish Education Department, recently addressed a large gathering in Dunfermline, convened for the purpose of forming a Parent-Teacher Association. The school, he said, is a small, narrow, cloistered institution which requires fresh air and enlightenment from every quarter—from industry and from parents. It has everything to gain and nothing to lose by well-informed, kindly, and sympathetic criticism, and the teacher has nothing to fear but everything to hope for from visits to schools by parents. It was not as a critical agency from the outside that parent-teacher associations were coming into existence, but as a sympathetic movement to do more for the intelligent, proper, and sympathetic training of children in Scottish schools. With the growth of attention to music, art, and literature, and to the physical welfare of the child at school, he was perfectly satisfied that our schools were very much wiser, happier, and healthier places to-day than they ever were before. The material side was not all that it might be, but steady and definite progress was being made. More attention should be devoted to the emotional and moral side in the teaching of the child. By punishing a child for a moral offence, committed often without thought, teachers and parents were giving the child the best possible passport to Hell. The child was often punished when what it required was a little love and indulgence. If blame were to be attributed to the child by parents or teachers, he urged that this should be done in private. At the close of the meeting a resolution for the formation of a Parent-Teacher Association was unanimously adopted.

The Glasgow Careers Council.

A REMARK made by Lord Eustace Percy in the course of a recent address at Clydebank has evoked a protest from the Convener of the Appointments Committee of the Glasgow Careers Council. In the course of the address referred to Lord Eustace said: "In this country there has been built up the best system of education in the world, but the fact was that the next generation came out of the schools and universities and found no jobs awaiting them. There was no connexion between the schools, the universities, and life." To this opinion the Convener of the Appointments Committee takes exception. He points out that so far as the West of Scotland is concerned, the connexion between schools and universities on one hand and the world of industry and commerce on the other is growing more and more intimate every year. The Glasgow Careers Council (for secondary schools), working in close co-operation with the Ministry of Labour, and through its careers masters, gives secondary school pupils advice and information regarding suitable careers. The Ministry of Labour keeps a special register for secondary schools, and notices of suitable vacancies are sent to those registered. The schools in the West of Scotland are in close touch with the university, which issues free the syllabuses of all its faculties. Any school may have as many copies as it requires. In this way full information about university courses

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is available for all schools. The University Appointments Committee undertakes the duty of distributing information regarding vacancies and of recommending graduates for appointments. This Committee, in addition to its academic members, includes many prominent business men, and the returns make it clear that a very considerable proportion of the graduates each year find suitable posts through the influence of the Appointments Committee.

Interest in Education.

MR. RAMSBOTHAM, in his address at Brighton, voiced a common complaint that Parliament and the public display little interest in education. What is the explanation? Mr. Ramsbotham suggests the complexity of the problem. If so, how are we to account for the public interest displayed in the plebiscite about the League of Nations—involving problems much more complex? What would be the result of a plebiscite on raising the school age to 15? We are disposed to agree with the Bishop of Gloucester that there is not much evidence of public interest in this important question. The Press and the Pulpit might do more to arouse public interest in educational questions—and, may we not add, Mr. Ramsbotham's own department? Most of the benefits of education are imponderable, but the Board of Education could publish any evidence there may be which is of a measurable character, such as the reduction in crime and drunkenness. A few pictures of prisons being demolished or converted into eligible dwelling houses might help to carry conviction.

Advice to Aberdeen Graduates.

AT a recent graduation ceremony in Aberdeen University, the Chancellor, Lord Meston, had some good advice to offer to the out-going students. Now that they were taking the plunge into the rough and tumble of the world where they had to earn their daily bread, he would like to look forward with them and review the situation. It was a restless, topsy-turvy world at the moment, and when they asked what was wrong with it, philosophers, historians, and moralists all gave the same answer—namely, that man's control over nature had outrun his capacity for controlling himself. In other words, our material progress had got ahead of our social and spiritual development. If this mal-adjustment between their physical and their moral powers did exist, the task of redressing it would fall upon them, and no task could be finer. The outgoing generation had failed in two directions. One had been their inability to face truth; the other their devotion to what was euphemistically called "enlightened self-interest." It was for them of the coming generation to remedy these two failings and put the world straight. Let them apply in the moral world the same severe tests of truth as were obligatory in the scientific world, and sweep away some of the endless conventions, superstitions, and prejudices which dim our vision. If they were prepared to do that, and at the same time were always on the look-out for opportunities of serving their fellow-men, then in time all our problems, national as well as international, would yield to them their secrets.

The Philip Magnus Lectures

THE first of a series of annual lectures to be called the Philip Magnus Lectures was delivered at the College of Preceptors on March 12, 1935, by the Dean of the College, Mr. Herbert Ward, on "Sir Philip Magnus: his Work for Education." Sir Ernest Graham-Little, M.P., was in the chair. The Philip Magnus Lectures have been established by the College of Preceptors in memory of its distinguished President, who died in 1933 after being associated with the College since 1874.

The lecturer, after giving some account of the variety and breadth of Sir Philip's interests, proceeded to show that the principal spheres in which his public work lay were London University and technical education. Sir Philip followed the varying fortunes of London University from the time of his entry to University College in 1858 at the age of 16. As a graduate in both science and arts, he became a member of Convocation and for years he served on the Standing Committee: in 1890 he was chosen as the representative of Convocation on the Senate and he remained an influential member of that body in the newly-constituted University as he had been of the older Senate. He was elected M.P. when the University was entitled to send a member to Parliament in 1906, and retired in 1922 as age had diminished his freedom. In the face of some opposition, he pressed for the inclusion of engineering as one of the science faculties. On many occasions, and in his writings, he urged that the University should embrace all the intellectual activities which he held to be of university standing, including the higher branches of technology. Proud as he was of the estimation in which London degrees were held throughout the world, Magnus supported the desire of the University to be a teaching university. In a very real sense he stood for his university.

The connexion of Sir Philip with technical education was no less intimate. From his appointment in 1880 as Secretary and Director of the City and Guilds Institute, he was in the very centre of the movement for technical education. The lecturer described the three main directions in which the Institute employed its resources and realized its aims: the establishment of the Finsbury Technical College, the first under that name and with a clearly defined purpose in London; the building and organization of the Central City and Guilds Engineering College, later united with the Royal College of Science and the School of Mines to form the Imperial College of Science; and the system of technological examinations, still a very important function of the Institute. Sir Philip was an invaluable member of the Royal Commission on Technical Education, whose report in 1884 undoubtedly did much to focus attention on technical education, and largely contributed to its development in the country. Magnus was not content with his official work as Secretary of the Institute. At his own expense and in his own time he delivered lectures and addresses on technical education in nearly every important town in England and Wales. He was in much demand and constituted himself as a kind of missionary for the cause he had at heart. The lecture ended with some account of Sir Philip's many services on other committees, especially on the College of Preceptors and with a summary of the books he issued, mainly upon his favourite topics.

The Chairman spoke of his own association with Sir Philip in London University, and referred with pride to the fact that he had succeeded Sir Philip as M.P. for the University of London. Tributes to Sir Philip's work and influence were also paid by Mr. A. Abbott, formerly a Chief Inspector in the Board of Education, and Mr. C. C. Hawkins, Sir Philip's successor at the City and Guilds Institute.

The Northern Ireland Cabinet, at its first meeting after Viscount Craigavon's return, passed a resolution which seems to make it feasible for the Corporation to proceed with its appeal to the Privy Council on the question of an education rate. No further steps, therefore, can be taken until the decision of the Privy Council has been received.

* * *

The Cambridge University Press has pleasure in announcing that Their Majesties have approved the use of the obverse of the Silver Jubilee Commemoration Medal for embossing the cover of Cambridge souvenir editions of the Holy Bible, New Testament, and the Book of Common Prayer. Inexpensive editions are being prepared specially for the use of local authorities and other organizations for distribution to school children. Each book will contain a presentation plate with space for the recipient's name. For orders for not less than 1,000 copies of any one book the name of the donor will be printed on the plate without extra charge. The price of single copies range from 1s. 3d. to 2s. 6d.

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Reviews

A JUBILEE MONOGRAPH

The Reign of King George the Fifth : an English Chronicle By D. C. SOMERVELL. (12s. 6d. net. Faber & Faber.)

Mr. Somervell's history of the reign of King George V is an astonishing achievement. The author himself is very modest in his claims. He calls it "an English Chronicle," and he explains the expression by saying that his point of view is English and his narrative a mere chronological record of events rather than a philosophical history. He does himself less than justice. When he has to deal with events that happened outside England, *e.g.* in Ireland, India, Egypt, America, he is singularly cosmopolitan and non-insular. Moreover, his story is by no means a bare narrative of events ; it is a record marked by a critical judgment of rare balance and sanity. In particular, Mr. Somervell's estimate of the outstanding statesmen of the period, including King George himself, is characterized by remarkable penetration and clarity. His literary style, too, is highly picturesque. His pages sparkle with memorable phrases.

His book is divided into five sections. The first, entitled "The Unfinished Melodrama," deals with the domestic unrest and international alarms that marked the opening four years of the King's reign. The second, "The Epic," gives a vivid narrative of the Great War. The year 1915 Mr. Somervell regards as the time of tragic catastrophe. If only the Gallipoli adventure had been successful—and but for a series of amazing mishaps it would have been—the War might have ended triumphantly three years before the Armistice of 1918. The third section, "The Aftermath," treats of the problems of the peace period, 1918–22. The fourth describes the slow recovery of the world during the "Convalescence," 1922–9. The last describes the "lapse" of 1929–31 and the slow but partial "recovery" of 1931–4. Both Mr. Somervell and his readers are left to wonder what will follow. His narrative ends, as it were, with a comma.

Mr. Somervell has had, of course, to deal in the course of his story with many controversial themes. He has succeeded in a most creditable manner in attaining and in preserving an attitude of judicial impartiality. So obviously fair-minded is he that when he does express an opinion it has something of the authority of the pronouncement of a judge.

WESTERN CIVILIZATION SURVEYED

A History of Europe. By the Rt. Hon. H. A. L. FISHER. Vol. I. *Ancient and Mediaeval.* (18s. net. Eyre & Spottiswoode.)

It is refreshing in this age of minute specialization, when every scholar tends to know more and more of less and less, to receive a volume planned on the grand scale of the works of Gibbon, Milman, Helmholt, and Ranke. Mr. Fisher essays to write a history of Western Civilization from the remote days of the old nameless cavemen to the present days of those new cavemen, Stalin, Mussolini, and Hitler. Few men are better qualified than Mr. Fisher to accomplish this truly tremendous task. He is a scholar, well-versed in many languages, whose life's study has been history. He is a man of affairs who, having held high office in government, knows how the machine of administration is worked. Above all, he is a literary man endowed with a lucid and virile style by means of which he is able to make his long and complex story living and attractive.

He begins by sketching lightly the physical and cultural condition of pre-Hellenic Europe. He then devotes four chapters to a survey of the history of Greece, following this with a similar number on that of Rome. Then his narrative begins to expand. Successive chapters tell of the barbarian invasions of the Roman Empire, of the Roman recovery under Justinian and his successors, and of the final catastrophe of the Mohammedan conquests. By this time the story of the Middle Ages is fully under way. It is told in considerable and fascinating, although somewhat disjointed, detail. Mr. Fisher has scarcely succeeded in retaining the unity of narrative which characterized the early part of the volume. Perhaps, in view of the fact that the modern independent nations were taking shape, that was impossible. We have, however, powerful and original judgments upon the great medieval institutions, such as the empire and the papacy, the monastic system, the crusades, the universities and the towns.

Mr. Fisher's masterly work will make a wide appeal to cultivated readers of all classes. We eagerly await the two volumes yet to come.

CHEMISTRY IN THE SCHOOLS

The Teaching of Chemistry. By N. F. NEWBURY. (6s. Heinemann.)

The following story is true. A brilliant young chemist, just down from the University, obtained a post at a famous public school. One of his duties was to teach the rudiments of organic chemistry to boys in their first year of post-school certificate work. He was given the year's syllabus in detail, but at the end of two months he came to the senior science master and said, "I have covered the aliphatic and aromatic compounds with my organic set. Shall I now get on to the heterocyclic compounds ?" The moral of this story is that a mastery of chemistry is not necessarily synonymous with a mastery of teaching chemistry ; and it is a moral which, like others of its kind, the young man is inclined to regard as untrue, and the older man as a platitude. Both will find a wealth of helpful advice in Mr. Newbury's admirable book ; the novice will learn that unsuspected difficulties and pitfalls lie in his path, but may be overcome or circumvented, while the expert teacher may come to realize, with something of a shock, that though he has mastered the pedagogic difficulties, chemistry has meanwhile been advancing so rapidly that his outlook already "dates."

After a brief but interesting account of the gradual introduction of chemistry into schools, Mr. Newbury considers the principal reasons for its inclusion in the curriculum. He rightly stresses the cultural value of chemistry, which from the educational point of view so vastly outweighs its utilitarian value, and he emphasizes the scientific virtues of intellectual honesty, mental rectitude, reservation of judgment and elimination of the personal element. Whether, as he seems to agree with Prof. J. B. S. Haldane, it is desirable that the scientific outlook should lead us to classify all occurrences on the same emotional level, is open to argument ; but there can be no doubt of the importance of chemistry in shaping the adolescent character, and this is the justification of its integral part in elementary education.

Mr. Newbury next deals with some of the concrete problems afforded by the teaching of chemistry in junior technical, secondary, and public schools. Almost invariably, the suggestions that he has to make are not merely sound in themselves but are also expressed so clearly that their helpfulness is doubled. There are, it is true, occasional points where differences of opinion must inevitably arise ; few teachers of organic chemistry, for example, would care to start from starch, sugar, fermentation and coal-tar if they wished their pupils really to grasp the fundamentals of the subject ; and a hypothesis does not gradually emerge into a law. But these are details, and a thousand of them—were there so many—might well be pardoned for

(*Continued on page 307*)

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the glorious sentence on page 96: "An entirely incorrect conception of the ideals of chemistry may result if the practical work does not definitely prove from the beginning that laboratory results are reliable." A man who selects that fact for emphasis in a book on the teaching of chemistry is a man who knows the schools, knows children, and knows chemistry. It cannot be necessary to make any further recommendation of a fine book.

Minor Notices and Books of the Month

ENGLISH, POETRY, AND DRAMA

The Laurel and Gold Series. *Junior Plays I and II.* Selected by J. R. CROSSLAND. *Robin Hood: a Play in Five Acts.* By A. NOYES. *Senior Plays.* Selected by J. E. MASON. *Peeps into Shakespeare.* Edited and Arranged by A. DREW. *Underneath a Mushroom: a Second Joy-Book of Juvenile Verse.* Compiled by J. R. CROSSLAND. *The Romantic Revival: a Collection of Representative Literature of the Period.* Made by E. COLLINS. *Forty More Tales.* By S. SOUTHWOLD. *Twelve Short Stories.* Selected by J. R. CROSSLAND. *The Twentieth Century Miscellany.* Chosen and Edited by A. E. M. BAYLISS. *Kidnapped.* By R. L. STEVENSON. (1s. each. Collins.)

There is delightful reading here for young children. *Underneath a Mushroom*, with its abundant illustrations, is a verse anthology that deserves to be popular with the "Under-Sevens," to whom it is dedicated. The two volumes of *Junior Plays* should make a great appeal to all young readers. And Mr. Southwold's *Forty More Tales* provides a feast of good prose for the young. Of the books for older readers Mr. Alfred Noyes's *Robin Hood* claims a particular word of welcome. The attempt to dramatize this stirring episode in legend and history is very attractive. The volume of *Senior Plays* includes seven one-act plays of various types: it is very good value.

A Modern English Course for Schools. By A. M. WALMSLEY. (3s. 6d. University Tutorial Press.)

A good book, on modern lines, by an understanding teacher. It covers the last three years of School Certificate work, without being too formal. Analysis, précis, paraphrase, vocabulary tests, are all well treated; the history of the language is not neglected; but the best part of the book is that devoted to composition. Here the exercises are admirable, and direct the pupil's attention to all the faults of idiom, construction, and imperfect "figure" to which he and his class-mates will inevitably be prone. Questions from recent papers and current school practice are selected with great skill. The book is alive and stimulating, like its predecessors from the same hand.

(1) *Arnold's Continuous Story Readers.* Grade III. *The Hidden River.* By C. PRESCOTT. (1s. 3d.) *The Wrong Uncle Jim.* By CATHERINE CHRISTIAN. (1s. 4d.) (Arnold.)

(2) *Story-Time Books.* No. 42. *Mr. Why and Mr. What.* By BRENDA GIRVIN. (6d.) No. 44. *Although he was Black.* By LUCY LAING. No. 45. *Terry and Starshine.* By AMY WHIPPLE. (5d. each.) No. 46. *My Neighbour's Shoes.* By AMY STEEDMAN. No. 83. *Round the Wonderful World.* Part I. By G. E. MITTON. (6d. each.) Reading Practice. No. 104. *Round the Wonderful World.* Part II. *From Suez to Singapore.* By G. E. MITTON. (6d.) (Nelson.)

(3) J. M. BARRIE'S *Peter Pan and Wendy.* Retold by MAY BYRON. (Limp Cloth, 1s. 4d. Boards, 1s. 6d. University of London Press.)

(1) Though to the sophisticated the plot soon becomes obvious, *The Hidden River* is full enough of not too incredible modern marvels connected with wireless and aviation, not to mention a journey by an underground river, to satisfy the craving of any lover of adventure. The second is a pleasantly told, purely domestic story describing the summer holidays, spent mainly in camping out, of Dickon and his sister Sallie, in the course of which they discover a notable thief, and, at the end, the veritable Uncle Jim. In both books "like" often figures as a conjunction. (2) Cheap as they are, these Supplementary Readers are well printed and suitably illustrated. The grading is somewhat imperfect; 44, and also 46, the best tale of the four, seem too advanced for children who could enjoy 42 or 45. Scenes passing before the eyes of the imaginary travellers in *Round the Wonderful World* are brought vividly home by the device of using the present tense throughout, and the wealth of homely detail recorded adds greatly to the interest of the descriptions and prevents the books from seeming to be mere geography readers. (3) With the approval of the author the story is here retold for quite young children. It makes an attractive volume, the outline illustrations being particularly appropriate and successful.

Reading for Action. Arranged by Dr. R. WILSON. Book I. *Another Story, Please! a Book of Enjoyment and Wonder.* (Pupil's Book, 1s. 6d. Teacher's Book, 1s. 9d.) Book II. *A Book for a Nook: a Book of Prose, Poems, Plays and Pictures.* (Pupil's Book, 1s. 8d. Teacher's Book, 2s.) Book III. *The Ever-Ever Land: Tales and Poems of Wonder, Truth and Surprise.* (Pupil's Book, 1s. 10d. Teacher's Book, 2s.) Book IV. *Talk of Many Things: a Book of True Fact and True Fancy, in Prose and Verse.* (Pupil's Book, 2s. Teacher's Book, 2s. 3d. Nelson.)

Supplementary to the reading matter, which is identical in both books, the teachers' copies contain what is equivalent to another volume of suggestions for the widest possible use of each separate portion of the text, and also for diversified forms of activity on the part of the pupil, involving drawing, handwork, research and inquiry at home, or dramatization. Two passages are well worth the consideration of all teachers of English—that on the use and purpose of reading in general, page 227 (IV), and that on the aims and objects of teaching verse to young children, page 150 (I). It must be remarked, however, that the verse passages are on the whole less happily chosen than the prose. Among the latter, Maribel Edwin's "Nature Wonders," with accompanying explanatory drawings, specially written for Book IV, are both instructive and charming. So, too, is Marie Bayne's "The Wonder of Seeds" (Book III). The pretty covers; clear, black print; satisfying margins; and gay, coloured pictures are certain to make these Readers attractive to the 7 to 11-year-olds for whom they are intended.

An Outline of English Phonetics. By Prof. D. JONES. Fourth Edition. (12s. 6d. net. Cambridge: Heffer.)

It is more than twenty years since Prof. Daniel Jones's *Outline of English Phonetics* first appeared. The study of phonetics has made much headway since then. Three years ago the third edition of this useful book appeared, completely rewritten and embodying the results of the author's experience during the interval of eighteen years. This fourth edition, which contains 116 illustrations, is, except for a few minor corrections, a reprint of the 1932 edition.

English Study. Books I and II. By F. W. CHAMBERS. (Book I, 1s. 9d. Book II, 2s. Macmillan.)

Each book contains forty-two lessons—ample material for a year's work. The exercises are stimulating; the majority of them are based on well-chosen prose and verse models. The books together provide a carefully thought-out course on sound lines, suitable for senior schools and for the lower forms of secondary schools.

Easier Passages in English for Interpretation. Selected by H. J. FINDLAY and Dr. H. J. L. ROBBIE. (8d. Oliver & Boyd.)

The exercises will give useful practice for comprehension tests. The authors have not always given the source from which the passage is taken: it is better to do so.

Main Currents in Modern Literature. By A. R. READE. (4s. 6d. net. Nicholson & Watson.)

In these fourteen chapters the author has crowded a great deal of interesting criticism and appreciation of modern writers—novelists, dramatists, and poets. Best sellers, and popular favourites no doubt help to give the impression that little literature is being produced to-day of permanent value. No one can read this book without being compelled to see modern literary reputations in a new perspective. The main currents in modern literature are very varied. There is none of that unity that characterized the literature of the Victorian age; but none the less the tradition of great literature has been kept alive by many hands since the death of Queen Victoria. This is a very stimulating and helpful book.

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Lorna Doone: a Romance of Exmoor. By R. D. BLACKMORE. Abridged, with Introduction and Notes, by Y. W. CANN. (1s. 9d. Macmillan.) Another volume (No. 136) in Macmillan's well-known English Literature Series.

Rivals of Camperdown School. By C. M. BENNETT. (1s. 4d. Arnold.)

Stories from Fenimore Cooper. Edited by N. B. MCKELLAR. *Seventy Years a Showman.* By "LORD" GEORGE SANGER. *Celtic Legends.* Edited by J. B. NELSON and M. H. O'GRADY. *David Copperfield as a Boy.* Edited by G. N. POCOCK. *Heroes and Heroines.* By D. A. POCOCK. (1s. 4d. each. Dent.)

Short Stories: Old and New. Edited by R. W. JEPSON. (1s. 6d. Longmans.)

Selected Short Stories by John Galsworthy. Introduction, Notes, and Exercises by T. W. MOLES. (2s. Longmans.)

An English Reader for Foreign Students. New Edition with Notes. By W. THORLEY. (3s. 6d. Macmillan.)

Short Stories of the Sea. Selected with Introduction by J. G. FYFE. (1s. 6d. Blackie.)

Nelson's Nursery Rhyme Pictures. (9d. Nelson.)

English for Senior Schools: a New Approach to the Study of English. By W. B. LITTLE. Books 1, 2, and 3. (1s. 6d. each. Harrap.)

The Complete English. By A. MAMOUR. Book III. (2s. 9d. Macmillan.)

Money, Morals, and Manners, as Revealed in Modern Literature. By Dr. H. V. ROUTH. (4s. 6d. net. Nicholson and Watson.)

Tales of Action. No. III. Fortnight South of Skye. By L. A. G. STRONG. No. IV. *The China General.* By H. TALBOT. (2s. each. Oxford: Blackwell.)

E.P.C. Golden Story Books. Book I. *The Golden Bridge.* By L. JESSE. (1s. 2d. Cardiff and Wrexham: Educational Publishing Co.)

Astray in the Forest. By C. B. RUTLEY. (1s. 4d. Arnold.)

Modern One-Act Plays from the French. Collected and Translated by VIRGINIA and F. VERNON. (7s. 6d. net. Allen & Unwin.)

The fact that in France the one-act play so often finds its way on to the professional stage, and is not left only to amateur production as is generally the case in this country, has resulted in this medium of expression being used by most of the leading French dramatists. In consequence, the French one-act play has reached a high standard of excellence, as is evidenced by the nineteen specimens brought together in this volume, all of which have been written by dramatists of high eminence. The list of contents shows the diversity of the selection, which comprises eleven domestic comedies, one drama, one fantasy in verse, two farce comedies, two costume comedies, one costume drama, and a melodrama. The names of Frank and Virginia Vernon, who have compiled and translated the plays, are sufficient guarantee of the excellence of the choice and translation. The volume makes very good reading and will be warmly welcomed by those who cannot see or read the plays in the original.

(1) *Practical Plays for Stage and Classroom.* By L. DU GARDE PEACH. (1s. 6d. University of London Press.)

(2) *Invitation to the Play: an Introduction to the Drama for Young Children.* By MARY COUSINS. (Book I, 1s. Books II and III, 1s. 3d. each. Nelson.)

(3) *Further Reading Scenes from Famous Stories.* Arranged by R. BENNETT. Books I and II. (1s. 3d. each. Blackie.)

(1) It is hard to say which of these five first-rate plays, with their lively, often witty dialogue, is the most attractive; possibly *The Canterbury Pilgrims*, which offers so telling a part in the Wyf of Bath, may prove the greatest draw, though *The Strolling Players* will run it close. (Had Aberdeen already acquired its present-day reputation in the Middle Ages?) A great recommendation is that all the plays are easy of production, nothing elaborate being called for in the way of scenery, lighting, or costume. (2) Vol. I contains rhymes and poems of the simplest kind, each chosen specially for its rhythm and its acting quality, and intended to lead up gradually to the very easy prose plays with which the volume closes. There are two pretty mimes, one arranged from the traditional poem "Green Broom" and one from James Russell Lowell's "Singing Leaves"; and two classical adaptations deserve notice: "Proserpine" and "Boy Hylas." The exercises in the "Notes for Teachers on Breathing, Voice Production, and Diction" are many of them amusingly taken from *Mother Goose.* (3) As in the previous volumes of this admirable series, the plays, intended for seniors or advanced juniors, are divided into scenes suitable for handling in a single lesson. All are taken from standard authors, unless we make an exception of Lew Wallace's *Ben Hur*, and they range from Lamb's "Roast Pig," through Boswell's Johnson to Pepys, whose *Diary* furnishes six pictures from the *Fire of London.* "Things to Notice and Do" and "Notes for Teachers" suggest a wide and varied use of the text, especially as a basis for composition.

Producing School Plays. By E. F. DYER. (3s. 6d. Nelson.)

Mr. Dyer's book is based on his own experience of school dramatic productions. The book is well produced and should be of great assistance to all amateur producers.

The Critic. By R. B. SHERIDAN. Edited, with Introduction and Notes, by R. HERRING. (1s. 6d. Macmillan.)

This is a useful edition of a popular play. The introduction of twenty-four pages includes sections on "The Stage before Sheridan," "Drama in the Eighteenth Century," and "The Stage after Sheridan." There are fourteen pages of notes, and a few questions and essay subjects. It is a pity that the notes have no page references to the text. Such an omission makes reference difficult and might easily be remedied. The same spelling mistake—Prosperine—occurs on pages 82 and 89.

King Richard II. By WM. SHAKESPEARE. Edited by L. ALDRED. (2s. 6d. Macmillan.)

The introduction to this volume includes an interesting essay by St. John Ervine on "Historical Drama and *King Richard II.*" Mr. Aldred's sketches on the characters of the play are concise and helpful. The book maintains the standard set by the Shakespeare Plays that have already appeared in "The Scholar's Library."

The Coronation of Christ. By E. WERGE-ORAM. (1s. net. Allen & Unwin.)

A short Easter mystery play added to the publisher's Religious Drama Series.

The Excursion, Preceded by Book I of The Recluse. By WM. WORDSWORTH. Edited by E. E. REYNOLDS. (3s. 6d. net. Macmillan.)

Admirers of Wordsworth will welcome a reprint of *The Excursion* in the handy Golden Treasury Series. "It has been unduly neglected; it contains great passages of poetry; . . . no one can understand Wordsworth unless he knows *The Excursion.*" So Mr. Reynolds justifies his reprint. He has added some twenty pages of notes which include Wordsworth's own notes, and those dictated to Miss Fenwick in 1843.

A Book of English Verse for South African Readers. By W. S. MACKIE. (3s. 6d. net. Macmillan.)

This is an attractive anthology that includes enough material not usually found in such anthologies to give it an appeal of its own. Among the fresh material are several poems upon South Africa, and some of the best poems written in English by South Africans. Altogether a hundred and six English poets are represented. The arrangement is according to theme: poetry, romance, love, death, joy and sorrow, music, nature, the sea, English and South African history, exile, humanity, children, animals, humour and parody, satire, moral exhortation and religion.

King Henry IV, Part I and II. By WILLIAM SHAKESPEARE. Edited by M. A. PINK. (2s. 6d. Macmillan.)

This is a double volume in "The Scholar's Library" series. And yet the price is the same as for the single volumes! It is very good value and the experiment of publishing the two parts of this play together should be welcomed.

High Adventure: an Anthology of Poetry. Compiled by G. N. POCOCK. (1s. 4d. Dent.)

Modern Plays in One Act. Edited by C. E. ECKERSLEY. Second Series. (1s. 4d. Dent.)

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—which leads her, for example, to dismiss in a couple of pages the Evangelical Revival and the social reformers it produced, and to speak of the Oxford Movement as the "Anglican Revival" —but the book is simple and interesting, and is well worth the consideration of teachers who are prepared to supply the necessary correctives, from time to time, of emphasis and proportion.

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Pigeons and Spiders (*The Water Spider*). By M. MAETERLINCK. Translated by B. MIALL. (4s. 6d. net. Allen & Unwin.)

It is chiefly, though not entirely, with the habits of *Argyroneta aquatica*, and with those of semi-domesticated pigeons that this literary work is concerned. Entomologists, in their pleasure at the language and style employed, will probably forgive the liberty of terming spiders insects, and of giving to them antennae; but will scarcely place this work on a level with *The Life of the Bee*.

New Pathways in Science: Messenger Lectures, 1934. By Sir ARTHUR EDDINGTON. (10s. 6d. net. Cambridge University Press.)

Sir Arthur Eddington is unrivalled in his capacity for interpreting the more recondite developments of science to non-technical readers. This book, which may be regarded as an addendum to his famous *Nature of the Physical World*, deals with such subjects as the latest discoveries and theories in physics and astronomy, determinism, the expanding universe, and philosophical implications of scientific thought. The chapters are therefore necessarily somewhat disconnected, though there is an underlying theme linking the whole into a scheme of scientific philosophy, one key to which may be found in the chapter on the theory of groups—a chapter which is a delightful example of lucidity in explaining a difficult subject. The book admittedly imposes a strain on the attention (a strain which may reach breaking point in the chapter on the constants of Nature), but those who pay Sir Arthur the compliment of giving their full attention will assuredly obtain an ample reward.

Blang, My Tiger: the Story of a Pet Malayan Tiger Cub. Told by R. W. RYVES. (3s. 6d. Arrowsmith.)

Blang is now in the London Zoo. To all visitors thither, and to all interested in wild life, this charming story of his doings and misdoings in infancy is heartily recommended.

Elementary Microtechnique. By H. A. PEACOCK. (5s. 6d. net. Arnold.)

There is no doubt that many students, and perhaps some teachers, endeavour to set up microscope preparations without understanding why each step in the process is necessary. The publication of this very reasonably-priced book should put an end to such unintelligent laboratory work. Mr. Peacock has brought together from many sources all the methods of killing, fixing, staining, and mounting that are needed by a beginner in biology, and up to the time of a first year student at a university; and explains the why and wherefore of every step. Methods especially recommended for use by beginners are clearly indicated; and those best suited for various organisms and tissues are specified. Every school laboratory ought to have at least one copy of this useful little book; and probably elder specialists will wish one for themselves.

(1) *Elementary Botany.* By A. P. GRAHAM and Dr. E. J. HOLMYARD. (2s. 6d. Dent.)

(2) *Botany: a Senior Text-book for Schools.* By Prof. D. THODAY. (7s. 6d. Cambridge University Press.)

These two books might be used in succession by those who mean to study botany for a few years, and to attain to the standard of senior local examinations. The former perhaps would meet the requirements of lower certificate. The methods adopted in them are opposites. (1) After chapters on Life and Plant Classification, begins with unicellular algae, and works through the lower groups up to flowering plants. (2) Begins with sunflower and a grass, discusses very thoroughly plant physiology and histology, and plant bionomics in general, including excellent chapters on ecology; but relegates all the non-flowering plants to a supplement—in which, however, they

(*Continued on page* 322)

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Mr. T. L. Green, B.Sc., F.E.S., writes on "The Present Position of Biology in Education" in the June, 1934, number of "The Journal of Education."

MATHEMATICS

For an article by Mr. A. Lea Perkins, M.A., L.C.P., on "School Examinations in Mathematics," see "The Journal of Education," June, 1934.

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See also pages 259, 289–293, 315, 320, 323, 351

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Professor SIR JOHN ADAMS

For list of recent articles by Professor Sir John Adams see page 718 of the November issue

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receive quite adequate treatment. The elementary book is not error-free: on page 68 the statement about gall-formation, though perhaps true of a few, is certainly untrue of the majority of galls; on page 113 the reader is led to expect some reference to the "parasitic vestige" of the gametophyte when he reaches the flowering plant, but (page 153) fails to find any; while from page 154, *et seq.*, he will get the impression that self-pollination scarcely ever occurs, whereas in a number of common weeds, not to mention peas, it is the rule. Prof. Thoday's book is admirable throughout, and its value is attested by the call for this fifth edition.

An Introduction to the Modern Theory of Valency. By Dr. J. C. SPEAKMAN. (4s. 6d. net. Arnold.)

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Three Philosophers (Lavoisier, Priestley, and Cavendish). By W. R. AYKROYD. (10s. 6d. net. Heinemann.)

Mr. Aykroyd has here given us an instructive and entertaining account of the life and work of Lavoisier, with the necessary addition of two other major characters, *viz.* Joseph Priestley and Henry Cavendish. The importance of Lavoisier's work in science is well known to every scientist, but its importance in the course of general European history is still not fully recognized. The present book will do much to enable the general reader to appreciate Lavoisier at his true worth; and though he is no blind hero-worshipper, Mr. Aykroyd makes it quite clear that his "enthusiastic admiration" for Lavoisier is fully justified by that great man's character and achievements. Lavoisier, we know, was not altogether without unamiable traits, but his personality was lovable and his intelligence was of almost Newtonian calibre. Mr. Aykroyd is to be congratulated on a notable book.

The Frustration of Science. By Sir DANIEL HALL, J. G. CROWTHER, J. D. BERNAL, Prof. V. H. MOTTRAM, Dr. ENID CHARLES, Dr. P. A. GORER, Prof. P. M. S. BLACKETT. (3s. 6d. net. Allen & Unwin.)

This interesting and in many ways provocative book shows some of the difficulties from which science suffers under the present conditions of civilization. The essays individually are brilliant—especially those of Sir Daniel Hall and Prof. Mottram—but as a whole the book suffers from lack of integration and from the pronounced political bias that appears in many sections. The general conclusion that emerges is that science would be capable of conferring much more happiness on mankind if the social system were different.

Elementary Science. Book III. By Dr. E. J. HOLMYARD. (1s. 9d. Dent.)

Andrade and Huxley's Introduction to Science. Practical Handbook to Book III—Forces at Work. By W. J. LEWIS. (6d. Oxford: Blackwell.)

A Progressive School Chemistry: School Certificate Course. By J. M. HARRISON. (4s. 6d. Longmans.)

Textbook of Biology. By Dr. E. R. SPRATT and A. V. SPRATT. (9s. 6d. University Tutorial Press.)

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Scientific Progress in Recent Times. By G. P. BAILEY. (4s. 6d. net. Nicholson & Watson.)

Elementary Science. By H. WEBB and M. A. GRIGG. Book I. (Limp Cloth. 2s. 3d. Cloth Boards, 2s. 6d. Cambridge University Press.)

Experimental Magnetism and Electricity. By J. GORDON. (2s. 6d. Oxford University Press.)

A Short Course in Biology. By W. B. LITTLE. (2s. 6d. Pitman.)

(*Continued on page* 324)

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Sir John Adams

In the June, 1934, issue of "The Journal of Education," there is a characteristic article by Sir John Adams entitled "Burglary of the Mind."

We are all, then, congenital burglars of the mind, which may be accounted to all of us for righteousness. But those who are teachers along with preachers and lawyers and alienists, have a special cause of rejoicing at the possession of this more or less universal gift. Those of this group that have been endowed with but a scanty portion of the gift must bestir themselves to make good the deficiency.

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Why Piccadilly? The Story of the Names of London. By E. S. FAY. (7s. 6d. net. Methuen.)

Language. By Prof. L. BLOOMFIELD. (15s. net. Allen & Unwin.)

How to Teach Swimming. By S. G. HEDGES. (2s. 6d. net. Methuen.)

How I Got Licked and Why. By UPTON SINCLAIR. (7s. 6d. Werner Laurie.)

Design for Transition: an Essay in Centrifugal Politics. By J. THORP. (3s. 6d. net. Cape.)

Typewriting Examination Tests (R.S.A.). By A. POTTS. Stage III—Advanced. (3s. 6d. Pitman.)

Stonehenge and its Date. By R. H. CUNNINGTON. (5s. net. Methuen.)

I Must be Healthy. By W. E. WHATLEY. (10d. McDougall's Educational Co.)

Central Association for Mental Welfare. *Report of a Conference on Mental Welfare held in British Medical Association House and in Hall No. 1, Royal Agricultural Hall, Islington, on November 21, 22, and 23, 1934.* (3s. 6d.)

Bulletin of League of Nations Teaching. No. 1 December, 1934. (2s. 6d. Geneva: Secretariat of the League of Nations. London: Allen & Unwin.)

Education, India. Education in India, 1932–33. (Rs. 2–8 or 4s. 6d. Delhi: Manager of Publications.)

Board of Education. *Reorganization of Public Elementary Schools in England and Wales*, 1933–34. (9d. net. H.M.S.O.)

Carnegie Endowment for International Peace. *Annual Report for 1934 of the Division of Intercourse and Education.* By N. M. BUTLER.

Education (Scotland). *Statistics in respect of Education Areas for the Year* 1933–1934. (4d. net. H.M.S.O.)

Board of Education. *Vacation Courses in England and Wales, and Scotland*, 1935. (6d. net. H.M.S.O.)

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Scottish Education Department. *Report of the Committee of Council on Education in Scotland for the year* 1934, *with Summary Statistics for Scotland for the Year* 1933–34. (1s. 3d. net. H.M.S.O.)

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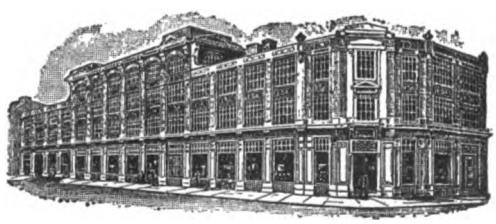

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The King and Democratic Citizenship

By MARY E. BEGGS, B.A., Goldsmiths' College, University of London

"WHEREAS it hath been found by experience that the office of a king . . . is unnecessary, burdensome and dangerous to the liberty, safety, and public interest of the people . . . be it therefore enacted and ordained that the office of King shall not henceforth reside in or be exercised by any one single person."

Thus was it loudly proclaimed in the name and interest of the people in 1649 after the execution of Charles I. And yet, within eleven years the edict was revoked in favour of his son "in accordance with the ancient laws of the country." Since then we have never lacked a sovereign, although Charles's younger son was deposed, his successor's powers limited by law, and the latest dynasty's prerogatives so sternly curtailed in practice that our present ruler has been called by at least one American "a mere signing machine."

Is this so? Does this mean that we have a sovereign merely in name; a man who holds a position which has been contemptuously called "the nullification of kingship"? In many ways it seems like it. For though we keep up the pretence of sovereignty, in actual fact our King seems to have but little power to exercise it. Every time a law is made in Parliament, its opening words proclaim: "Be it enacted by the King's most excellent Majesty, by and with the advice of the Lords and Commons, . . ." and for its final inclusion on the Statute Book in the House of Lords the age-old picturesque ceremony is forever enacted. The Speaker leads those interested from the Commons to the Bar of "the other place." The thrones in the Lords are uncovered (though still unoccupied), and three scarlet and ermine clad ministers seat themselves on the long red couch in front of them. The central figure is the Lord Chancellor who explains that the King has graciously given his assent to certain bills placed before him for without it they cannot become law. The clerk on the right then reads the title of each act and the clerk on the left passes the same "with the usual form and words"—generally "Le Roy le veult."

Yet we know that in reality these bills would become Acts whether the King wished it or not: that no sovereign since the time of Anne has ever refused his or her signature: that what matters to a Bill is not whether the King wishes its passage so much as whether the Commons does; and that if the Commons choose to pass a Money Bill once or any other Bill in three successive sessions it becomes law automatically. Again, the same stately pretence is kept when the King either opens or dissolves his Parliaments. Certainly he performs the actions but it is either the terms of the law which tell him to, or his Prime Minister. The King in theory can exercise his prerogative of mercy and pardon condemned criminals; in practice the Home Secretary determines the case. In theory the King appoints his counsellors to their important offices, but in practice these fall to whichever party has been given, by the votes of the electorate, a majority in the Commons.

Why, then, keep up this pretence which looks almost like hypocrisy? Why not agree with out ancestors' words with which this article opens and abolish the office altogether? Why not? for a multitude of excellent reasons.

The English love their traditions and the continuance of their picturesque customs, from Guy Fawkes' bonfires to May Day celebrations. And most people, whether English or American, whether from East or West, love pageantry and stories of princes and princesses. But there is more to it than this. With a wide empire, including our own democratic little island, highly developed Commonwealths in Canada and Australia, cultured ancient royal houses and illiterate millions in India, bitingly independent entities in Ireland and South Africa and rapidly developing native communities in the colonies, we need a man who can command the allegiance of races and peoples differing in the widest sense in education, outlook, and politics. No transient president elected by one section of the British Commonwealth could fill this position. Some one is needed with centuries of tradition behind him, with a royal dignity and special training about him, some one who is above party strife or national prejudice, who will be acceptable at once to the whole range of his people from English workmen to Indian potentates. It may be said respectfully that our present King fits the bill.

On the death of an unpopular monarch, a wit wrote in 1827:

> "When George IV from earth *descended*,
> Then Heaven be praised the Georges ended!"

But to this a twentieth century writer has added:

> "Say not so, my ancient friend,
> Times may change and times may mend.
> In George V at length you see
> How good a King a George may be."

But what exactly does he mean by "good"? Should a king to be good become a mere cypher or "rubber stamp"? To do that he would have to become less than a man—a mere machine, and no good man would then wish to be a good king. Bernard Shaw, in his stimulating political fantasia, *The Apple Cart* makes his King Magnus voice this very protest. Our own King gave the lie to the idea when he once said quietly to Mr. Hindes Page, the American Ambassador: "Knowing the difficulties of a limited monarch, I thank Heaven I am spared being an absolute one!" The truth is that, though the English constitution now makes it impossible for a ruler to be a bad king, to be a good one it requires him to be more, not less than a man. It calls not for a mere signing machine but for a man of careful training, great tact, and wide experience, one who also possesses a capacity for unselfish service and hard work. He may be allowed a car without a number, and be above the mere rules of speeding, but he cannot go out for a drive just whenever he wishes. His letters may be allowed to go without stamps, and his telegrams have first attention, but in return whenever he goes for a holiday he cannot cut himself off from business but must permit a telegraphic service to be fitted to his rooms to keep him in touch. He may have secretaries to help him with his correspondence, but he is expected to read the passages marked in his thirty daily newspapers, to congratulate centenarians and mothers of triplets, and to represent his country on important occasions from the Armistice service at the Cenotaph to a cup final at Wembley.

As it happens, our present King is not only admirably trained for his position and willing to do all that is expected of him, but his own great interest in modern politics, and the Queen's interest in all health and social questions of the day, make him eager and able to interpret the English conception of democratic kingship in its best sense.

He was enrolled in the training ship *Britannia* as her youngest cadet, and soon became one of her liveliest practical jokers as well as one of her hardest-working sailors. From 1879 to 1882, he saw the world and had innumerable adventures in the *Bacchante*—a sailing ship which kept her engines for use only as a very last resort! Later, at the age of 36, and as heir to the throne, he visited Australia to open the new Commonwealth Parliament, and came back *via* New Zealand and Canada. He has twice visited India, and in 1921 he opened yet another new Parliament House at Stormont for Northern Ireland. So he knows his empire in a way that none of his predecessors did and few of his present subjects do. Moreover, he is keenly interested in world problems and is always ready to play his part in drawing nations together, whether they be inside or outside the British Commonwealth. He opened the World Monetary and Economic Conference in

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London on June 12, 1933, and spoke before the representatives of sixty-six governments; and no one was more disappointed than he at its indefinite adjournment on July 27 without any concrete results.

At the same time, he seems more the typical English King than any other monarch we have had. He has adopted the English surname of Windsor and married an English princess. He prefers English watering-places for a holiday to either Paris, Baden, or the Riviera. If one visits the cinema, as like as not the King will be seen in the Topical News walking about in plus fours or in a bowler hat, indistinguishable from thousands of his subjects. He seems very human when we hear he likes a good story, ice-cream, fruit, and watching football; makes a virtue of punctuality, and collects stamps for himself and Princess Elizabeth.

On the other hand, any one who has met him—be it the miner's wife with whom he and his Queen took tea during the first year of their reign, the American Ambassador who expected to face pompous royalty, the successive prime ministers, Conservative, Liberal, or Labour, the Indian delegates to the Round Table Conference, or the unemployed of Tyneside or the Potteries—each has been struck by his quiet, unobtrusive dignity, and the sense that he was a King—and a friend. Only three times has he interfered directly in the ruling of the country; in July, 1914, when he called the Irish Conference; in 1921, when he made his famous speech in Belfast at the Opening of the Northern Parliament House; and in 1931, when he curtailed his holiday at Balmoral, to rush to London during the "crisis" and ask MacDonald to form the National Government.

The extent of this interference and how much influence the King actually exercised behind the scenes we shall not know until after his death—even if then, but of this much we may be sure that had he not been a wise and fair man he could have caused a great deal of obstruction, and hindered the smooth working of the wheels of government. To realize this one has only to look up the story of George III or the three volumes of Queen Victoria's letters recently published, to study the difficulties of Gladstone because he and the Queen were incompatible, or better still to read Shaw's *The Apple Cart*. It has taken a great man to hold his throne through twenty-five years so packed with crises unprecedented in history, social changes, world warfare, financial collapses, economic chaos, narrow nationalism run riot, democracy threatened, crowned heads lucky if they retained their bodies, never mind their crowns! King George has done more than this. He has retained the affection as well as the loyalty of the bulk of his people. It scarcely needed the widespread anxiety over his illness to demonstrate that. I think Mr. Somervell is right when he says of the King, in his new book on the Reign of George V, that "we take him for granted and that is the essence of his achievement."

It also sums up the essence of our responsibility. For while we take for granted his position as a constitutional monarch who reigns but does not govern, a man to be revered as a symbol of a united commonwealth of nations and regarded as a friend who has the interests of his country at heart, we are at the same time too much inclined to take for granted our own position. We regard ourselves as the governors of the country and King George acquiesces. But whereas he takes his kingship seriously and trains himself for it, we too often treat our vote lightly, and regard training in the use of it unnecessary. The fact that the King agrees to let us govern ourselves, makes it imperative that we shoulder the heavy responsibilities of modern citizenship. Yet we cannot all govern ourselves, any more than we can all be artists, nor with any amount of study can we ever hope to know enough to decide by ourselves the intricate problems of modern government. The clearest analysis and remedy which I have ever read for this difficulty of John Smith is given in Sir Norman Angell's book, *The Unseen Assassins*. He proves that since it is quite impossible for Smith himself to govern, the only solution is that he shall realize his responsibilities as a citizen, and choose men to rule for him who will discharge their duties faithfully and well.

"A vote in peace is like a stroke in battle."

We must learn to use the vote to-day as a knight learnt in olden days to use his sword. And I feel that I cannot more fittingly conclude then by quoting a paragraph from Shaw's Preface to *The Apple Cart*:

"When everything has been done that can be done, civilization will still be dependent on the consciences of the governors and the governed. Our natural dispositions may be good; but we have been badly brought up and are full of anti-social personal ambitions and prejudices and snobberies. Had we not better teach our children to be better citizens than ourselves? . . . That is my last word. Think over it."

An Eventful Quarter-Century, 1910—1935

By Emeritus Prof. F. J. C. HEARNSHAW

I

IT is notoriously difficult for a historian to write the history of his own times. First, he does not know, and cannot possibly get to know all the important facts: many of them will come to light only after the lapse of long periods of time. Secondly, he cannot see known facts in their proper relations and their true proportions; many events that now loom large will no doubt fade into insignificance; others which pass almost unnoticed will come to be recognized as cardinal. Thirdly, he can only partially and with extreme difficulty free himself from the disturbing influences of his political and religious prepossessions. Such sympathies and such prejudices as move him in the world of current affairs cannot fail to influence him in his presentation of the picture of the immediate past. The problems of the last quarter-century are in the main the problems that continue to stir the passions of the present day.

And one of the outstanding features of the period 1910–35 has undoubtedly been the profundity and variety of the passions by which it has been stirred. It has been a militant, angry, and unrestful age. When on May 6, 1910, King George ascended the throne, he found his dominions torn by the quarrels of ferocious factions as well as menaced by the machinations of foreign foes. The party-conflict concerning Mr. Lloyd George's Budget of 1909 had developed into an embittered struggle between the Lords and Commons, the outcome of which was the Parliament Act of 1911. The dominance of Irish Sinn Feiners in the House of Commons, and the imminent passage of a Home Rule Bill, were hurrying Ireland into the abyss of civil war. Within a very short time of the King's accession Ulster Volunteers and Irish Nationalists were enrolling and drilling, Germany joyfully supplying arms and ammunition to both. In Great Britain an almost incessant series of great revolutionary strikes, involving the three gigantic trade unions of railwaymen, miners, and transport workers, threatened not only the foundations of Britain's economic prosperity, but also the very bases of parliamentary government. Meanwhile, the destructive activities of the "suffragettes"—who showed a diabolical ingenuity in smashing windows, burning down churches, slashing pictures, and devastating museums—strained the tempers of the law-abiding populace to the breaking point.

While all this was going on at home, and while public attention was wholly engrossed with domestic problems

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—the limitation of the power of the Lords ; the granting of Home Rule to Ireland, together with safeguards for Ulster ; the disestablishing of the Church in Wales ; the extension of the franchise to women ; the introduction of Old Age Pensions ; the establishment of the great Health Insurance scheme, and so on—the German peril was approaching.

The German militarists, who controlled the Kaiser and exploited the Crown Prince, had never forgiven Great Britain for concluding her entente with France in 1904, and for healing her old quarrel with Russia in 1907. In a swift and alarming succession of provocative and challenging acts they sought to test, and, if possible, shatter the Triple Entente. They had thrown down the gage to France in respect of Morocco in 1905 ; they had defied Russia in respect of Bosnia and Herzegovina in 1908 ; in 1911 they menaced the most vital of all British interests, namely, the command of the sea, by sending a gunboat to Agadir on the north-west coast of Africa. This was at once recognized as the first step toward establishing a German naval base at that point, and since it was known that at the same time Germany was in negotiation for a naval base on Iceland, it was legitimately feared that unless strong action was taken the most important trade routes of Britain and the Empire would be at the mercy of the German navy. War with Germany was very near in the summer of 1911, but an emphatic speech by Mr. Lloyd George on July 21, combined with the readiness of the Fleet and the assured support of France and Russia, gave the German aggressors the pause.

Another and even more formidable alarm came two years later as a result of the Balkan wars. The main consequence of these wars was the aggrandisement of Serbia. Now Serbia was the one serious obstacle to the achievement of the great Austro-German plan of complete Teutonic dominance of the whole region from Berlin to Baghdad. Hence, immediately after the conclusion of the Treaty of Bucharest (August 10, 1913) the Germanic Powers sounded Italy as to her willingness to join them in an instant attack on Serbia—an attack which must have precipitated the general European War. Italy's refusal to extend her defensive alliance with Austria and Germany into a pact of aggression saved the peace of the world for a year. But the Central Empires were by that time resolved on war. Evidence on that point is now overwhelming. For example, on May 14, 1914, the Emperor Francis Joseph remarked : "The Central Powers cannot accept the Treaty of Bucharest as definitely settling the Balkan question : nothing but a general war can bring about a suitable solution." Hence during the early months of 1914 the main efforts of Germany and Austria were devoted to preparations for war—to the strengthening of armies and navies ; to the manufacture of gigantic guns ; to the widening of the Kiel Canal ; to the securing of military stores and coaling stations ; to the laying up of supplies of money ; to the stirring up of trouble in enemy countries ; to the search for a plausible pretext for a fight.

II

The assassination of the Archduke Franz Ferdinand on June 28, 1914, provided the necessary pretext for a fight. As to the causes and the meaning of that tragic event we cannot enter into a discussion here. It is replete with sinister mysteries. Suffice it to say, that it supplied Austria with the occasion to send, on July 23, an ultimatum to Serbia which was so framed as to make war inevitable.

The Central Powers had everything ready for war, and were spoiling for war. They expected it to be a short and glorious, if bloody and destructive, triumph for their arms. Their plans, however, were disarrayed by, first, the unlooked-for resistance of Belgium (whose guaranteed neutrality they wickedly violated) ; secondly, the prompt and effective entry of Great Britain, which they had regarded as impossible ; and thirdly, the unexpectedly rapid mobilization of the Russian hosts, and their swift conquest of East Prussia. Hence the Teutonic hordes, instead of returning victorious to "the dear Fatherland" before the Christmas of 1914, as they had been led to believe would be the case, had to settle themselves down to what proved to be a four years' struggle against overwhelming disaster. Nevertheless so strong and so ruthless were they that more than once they came within an ace of the success that would have given them, at any rate temporarily, the world-dominion that they sought.

As the years went on, the War spread until before the end it had involved almost the whole human race. Never before had the unity of mankind been so conclusively, if dreadfully, demonstrated. Germany and Austria were joined by Turkey (October, 1914) and Bulgaria (October, 1915). The Allies were reinforced by Japan (August, 1914), Italy (May, 1915), Portugal (March, 1916), Rumania (August, 1916), the United States of America (April, 1917), Greece (June, 1917), China (August, 1917), and by various small Asiatic, African, and American States as German frightfulness moved them. During the early stages of the War, Germany and her associates had an immense advantage over their opponents because of their central position and their superior readiness for fighting.

The story of the Great War, the cardinal event of the reign of King George V, has often been told, and it cannot be recapitulated here. Each year had its outstanding crisis : 1914 saw the almost complete occupation of Belgium by the Germans ; 1915 witnessed the driving back of the Russians beyond Warsaw, the utter subjugation of Serbia, and the lamentable failure of the British attack on Gallipoli —an attack which all but succeeded and one whose success would have shortened the War by at least two years ; 1916 was marked by the crucial Franco-German conflict round Verdun, a conflict which revealed to the world, at a cost of 460,000 casualties, the invincible will of France ; it also saw the entry and the exit of Rumania ; 1917 opened with the German proclamation of unrestricted submarine warfare, a proclamation followed by the destruction, during the course of the year (in violation of all the accepted rules of law and standards of morality) of no less than 6,000,000 tons of shipping ; the same year also witnessed the collapse of Russia as the result of its twofold revolution, but it was further signalized by the entry of America in consequence of Germany's submarine atrocities ; 1918 beheld the last, most desperate, yet all but successful, attempt by the Germans—now free from engagements on their Eastern frontier—to smash their enemies in the West. Their ultimate failure and consequent exhaustion opened the way for the victorious advance of the Allies, which began under the unified command of Marshal Foch, on July 18. Soon the Germans were on the run, losing thousands of men and hundreds of guns every day. Their allies, moreover, were collapsing one by one : Bulgaria was compelled to cry for mercy in September ; Turkey had to follow suit in October ; early in November, Austria had to admit that she could fight no more. At last Germany, isolated in face of an outraged world, and on the eve of a military disaster unprecedented in history, was forced to ask for an armistice, and to accept it on terms dictated by her victorious enemies (November 11).

III

The terms imposed upon Germany and her satellites by the peace of 1919 were severe, although mild as compared with those which Germany herself had intended to impose (and enforce) had she been victorious. Nor were they excessive in view of Germany's wanton precipitation of the War, and of her disregard of all the restraints both of law and of humanity in its conduct. The defect of the treaty of Versailles has been not so much its severity as its non-enforcement. Together with the Treaty of Versailles and other sectional treaties concluded at the same time was a covenant establishing a League of Nations which, it was hoped, would secure disarmament and provide for the peaceful settlement of all future international disputes.

During the War several important changes of government had taken place in Great Britain. Mr. Asquith, the Liberal Prime Minister at the time of the outbreak of the War,

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had formed a coalition with the Conservatives and with the loyal section of Labour in May, 1915; but a year and a half later, when greater energy and initiative seemed to be needed for the conduct of affairs, Mr. Lloyd George had supplanted Mr. Asquith (December, 1916), and he continued to rule as a semi-dictator until 1922.

The Lloyd George Coalition had a task of appalling difficulty during the four post-War years of its continuance. Its first great work, of course, was the making of the peace-settlement in conjunction with the victorious Allies. It was strengthened for this work by the results of a general election (December, 1918), which gave it 484 supporters as against a disunited opposition of only 222 (of whom 73 Irish Sinn Feiners never came to Parliament at all). In this election, in virtue of a Franchise Act passed in the preceding February, women, for the first time, had a share in the voting. Peace having been made, the great problem of demobilization presented itself; how could the 5,000,000 men of the citizen-armies be reabsorbed into civilian life? The problem was solved, although not without grave trouble, its solution having been made easier by the fact that for two years after the War there was plenty of (paper) money in circulation. Prices were high, trade was booming, the secret of inflated prosperity seemed to have been discovered.

In 1920, however, the slump came. Money ran short. German reparations failed. America demanded payment of her enormous claims. Foreign commerce fell off; shipping became idle; unemployment mounted with appalling rapidity until it passed the 2,000,000 mark. Meantime, there was anarchy in Ireland, revolt in Egypt, violent agitation in India, and a new menace of war with Turkey in Asia Minor. From 1920 to 1922 everything went wrong. The result was a breakaway of the Conservatives from the Coalition, the fall of Mr. Lloyd George, and the establishment of first Mr. Bonar Law (1922) and secondly Mr. Baldwin (1923) in power. Mr. Baldwin's unsuccessful effort to win the electorate for tariff reform led to the installation of a Labour Government in office in 1924.

The Labour Government, under Mr. Ramsay MacDonald, did good work in the sphere of foreign affairs, but it made some grave mistakes at home, and it fell before the end of the year.

Then followed five years (1924–9) the keynote of which, as struck by Mr. Baldwin, was tranquillity. International tranquillity was sought by means of numerous conferences and pacts, under the aegis of the League of Nations. Internal tranquillity was pursued by the suppression of the general strike of May, 1926; by efforts to settle disputes in the mining industry; by the extension of pensions to widows and orphans; by housing acts; by efforts to reduce the burden of taxation; by the further extension of the franchise (1928), and by many other measures of reform.

Those five years witnessed a hopeful recovery. But in 1929 a severe financial crisis occurred, beginning in Austria. International commerce was brought almost to a standstill. In every country unemployment increased by leaps and bounds. This universal slump happened to coincide with the second Labour Ministry under Mr. Ramsay MacDonald, whose efforts to deal with the crisis seemed but to aggravate the evil. Hence, in October, 1931, when a crash into national bankruptcy appeared imminent, Mr. MacDonald reconstituted his Government as a coalition. The crisis passed, and the Coalition Government at the moment of writing continues to exist. It has, however, by no means solved the problems of the provision of work for the unemployed, and the maintenance of the peace of the world.

IV

Through all the changes and chances of this tremendous quarter-century, King George has serenely and securely reigned. More and more as the years have passed has he won his way into the respect and affection of his many peoples. He has fully and frankly recognized his limitations as a constitutional king, but within those limits he has done his duty nobly, faithfully, and well. He has come very close to the heart and the life of his subjects, moving freely among them and showing a vivid sympathy with them in their sufferings and fears.

When occasion has required the King has not hesitated to act. It was he who called the Irish conference in July, 1914; it was he who spoke the healing word at Belfast in 1921; it was he who hastened from Balmoral to London in August, 1931, and played a central part in the salvation of the country from financial collapse. By his loyalty, his kindliness, his devotion to duty, his deep concern for the welfare of his people, he has won a secure place in the nation's reverence and love. Long may the King reign!

The Social and Industrial Record

By C. H. CREASEY, O.B.E., formerly H.M. Inspector of Schools

FOUR years before the Great War, manufacturing operations were steadily increasing in number and variety, and were spreading slowly over the world. The demand for raw materials had stimulated mining and other industries in hitherto undeveloped regions, and the monopoly which this country had enjoyed for more than a century had been challenged by continental nations and the United States. The demand for power in areas remote from coal-fields was being met by an enormous development of hydro-electric power stations, mainly in Norway and Sweden, Switzerland and Italy, the United States and Canada. Machinery was being sent to the more or less undeveloped countries by Great Britain, Germany, France, and America. Not only, for example, were cotton fabrics made in Lancashire, but Lancashire firms had been for many years sending out textile machinery to South America, India, and Japan.

The effect of the War was not merely to increase the output of metals, armaments, and explosives, but to stimulate the production of other goods. In the belligerent countries, concentration on the production of munitions tended to limit expansion in other directions, and since the earnings of munition workers were high, there was an increased demand for articles of personal or household use and adornment both in the home and foreign markets. Subject only to the effect of the rationing of food, the standard of living rose, and articles, amenities, and services, which had formerly been luxuries, entered into common use. Retail distributing especially became highly profitable, a fact to which the rebuilding and extension in the years following the War bear eloquent witness.

In mechanical industries, the most noticeable change lay in the more widespread use of new materials and processes, and in the adoption of methods of mass production. High-speed cutting tools found their way into many works only under the pressure of military necessity. In times of peace, this and other aids to speed and economy had been ignored. Machinery and assembling operations were made the subject of careful study, in order to reduce the time of production of an individual article by a fraction of a second. Elaborate systems of inspection, and of tracing the passage of material through the works, were devised. In some cases, a third, or thereabouts, of the employees were engaged in supervisory rather than productive work.

The change in chemical industries was even more marked. Processes were analysed and then controlled in order to increase the yield. New processes were developed. New sources of material were sought. Substitutes for materials of which there was a shortage were devised.

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All this necessitated an increase in the scientific element in both mechanical and chemical industries. Works laboratories became centres of research, and the scientifically trained staffs were considerably increased. During the four years of War, the scientific permeation of industry proceeded farther than it would have done in a quarter of a century of peaceful development. In the years which followed, the Department of Scientific and Industrial Research covered an ever-widening field. Many research associations, financed by groups of firms engaged in a common industry, were established. The larger firms continued to maintain their own laboratories, in many cases on an increased scale. New discoveries in physics, chemistry, and metallurgy were applied to commercial operations at a rate incomparable with that of thirty or forty years ago.

Certain industries that were stimulated in their early growth by the War, continued to expand throughout the period of peace. In 1903 Wilbur Wright had flown in a heavier-than-air machine for one minute, and in 1905 for thirty-eight minutes. In 1909, at Rheims, he remained in the air for two hours. Cross-country flights were only accomplished in 1910, and the first War Office trials were held on Salisbury Plain in 1912. When War began aeroplanes were used only for scouting and spotting for artillery. Before the end of hostilities they were employed for bombing many miles behind the enemy lines. The Atlantic was crossed in 1919, and in 1920 regular cross-channel services were established. By 1926 the route mileage of air services was 50,000, and the number of miles flown along these routes in that year was 17,000,000.

This progress was only possible as a result of improvements in metallurgy and in the design of internal combustion engines. In 1915 the lightest air-cooled engine weighed 3 lb. per horse-power. To-day the weight of a similar engine does not exceed 1½ lb.

In another direction it may be noted that Marconi's first demonstration of wireless communication was made in 1896, and signals in the Morse Code were flashed across the Atlantic in 1901. The first notable example of the transmission of speech dates from 1914 in America. During the War, wireless telephony was developed for use on aeroplanes. The public broadcasting of entertainments began in Canada in 1920. The British Broadcasting Corporation commenced operations in 1923. Long distance transmission has been greatly improved during the last ten years by the use of short-waves and the beam aerial.

While civil aviation may be regarded as continuing an industry that was developed during the War, wireless communication accounts for no inconsiderable expansion of the electrical industry since that period.

Throughout the whole of last century the demand from industry had been for power, and yet more power. The steam engine remained in principle as Watt left it, until Parsons and De Laval invented steam turbines in 1884. Common steam pressures have risen during the last twenty-five years from 250 lb. to 650 lb. on the square inch, and there are power plants working at 1,200 lb. on the square inch. The gas engine, after a century of effort, became an accomplished fact in 1876. The petrol engine was invented in 1884, the medium oil engine in 1890, and the Diesel, or heavy oil engine, came into use after 1900. The application of electricity to lighting and traction about 1880 had created an enormous electrical industry, and had led to a revival of water-power in coalless regions.

Competition, immensely accentuated since the War, has stimulated the search for economies. The fuel consumption, which was 9½ lb. of coal per horse-power in Watt's time, had fallen to 2·25 lb. with the compound engine about 1853, 1·75 lb. with the triple expansion engine about 1875, and to less than 1 lb. in the large powered turbines of to-day. Before 1910 the largest single power units did not exceed 25,000 horse-power. Single units of more than 100,000 horse-power are now in regular use.

The petrol engine before the War was a small-powered engine. To-day it is made as large as 4,500 horse-power. The Diesel engine, used at first very largely for pumping, has since the War tended to displace the steam engine on cargo boats, and has also been installed on liners. During 1931 the increase in the world's steam tonnage was 148,176, and the increase in motor tonnage was 1,468,235.

So much for large powers. For small powers the oil engine and more particularly the electric motor have largely replaced the steam engine, and to a lesser extent, the gas engine.

Growth in the production and distribution of power has been accompanied by the growth of mechanical, at the expense of manual, processes. Moreover, machines which required manual skill and judgment to use them have been largely replaced by automatic or semi-automatic machines, which perform repetitive operations with a rapidity, accuracy, and uniformity far beyond the power of human nerve and muscle to achieve. The more complicated the machine the higher is its initial cost and the cost of maintenance. This expenditure is only justified when the machine is kept more or less continuously at work, and automatic machines are essential features, therefore, of specialization and mass production. They were used before the War by firms making sewing machines, cash registers, bicycles, motor-cars, screws, nuts, bolts, and washers, and other specialities of which large numbers were required, and for which there was a steady demand. Military necessity in the War years, and competition since, have extended the field of automatic machinery and mass production.

In a brief article it would be impossible even to enumerate the new constructive materials that have become available. There has been a constant stream of new alloys, each possessing properties which render it peculiarly suitable for certain purposes. A number of them contain, as essential constituents, rare metals which, a quarter of a century ago, were chemical curiosities, represented by a gram or two in university specimen cases. Every part of a motor-car is constructed of the most suitable metal or alloy, and Sir Henry Fowler has stated that no fewer than fifty-five different metals and alloys enter into the construction of a modern locomotive.

In the chemical industry we can only note briefly and in general terms two or three of the main lines of development. Many chemical reactions only occur in the presence of a third substance, which remains chemically unaltered at the end of the process. The use of a "catalyst," often at high temperature and under high pressure, is essential for many of the newer processes. Thus, if steam is passed over red-hot coke, carbon monoxide and hydrogen are formed. If this mixture, together with more steam, is passed over certain finely divided metals or oxides at a temperature of 400° C. and a pressure of 60 lb. to 600 lb. on the square inch, carbon dioxide and hydrogen are produced. The hydrogen from this process may be caused to combine directly with nitrogen by passing the two gases over a metallic catalyst at a temperature of 500° C. or 600° C. and a pressure of 3,000 lb. or more on the square inch. This process, worked out by Haber in Germany just before the War, was one of the principal factors which enabled that country to commence hostilities with confidence; for it assured her of an adequate supply of both nitrogenous fertilizers and explosives. Before the end of the War the process had been worked out in England, the United States, and other countries. It has been described as the greatest triumph of chemical engineering which has yet been achieved.

Again, competition between manufacturers of margarine and soap for solid fats led to their preparation from liquid oils by "hydrogenation." The oil is heated to a temperature of 200° C. or less and a pressure of about 400 lb. on the square inch, and hydrogen is passed into it. In the presence of finely divided nickel or similar catalyst combination takes place and a solid fat is produced. The oil is also deodorized. Even whale oil can be made palatable by this method, and that accounts for the recent development of whaling in the Southern Seas.

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Other aspects of industrial chemistry are the manufacture of an increasing variety of foods and drugs under strict scientific control, the production of cellulose lacquers, artificial resins, and within the last twelve months, the commercial production of artificial rubber. We may note also the enormous development in the manufacture of artificial silk.

Among the social changes the replacement of manual labour by machinery has been accompanied by a reduction, relatively, of the demand for labour. More coal can now be raised by seventy men than could be raised by a hundred in 1910. Every country has been faced with the problem of how to deal with unemployment. The condition has been aggravated by the breakdown of the world's monetary system, and by the enormous increase and extension of productive capacity. In this respect the War merely accelerated movements which were already in being. But the acceleration was so rapid that the necessary social and economic adjustments are more difficult to define. "It is easier to make changes among the dead things of the workshop than in the world of living men."

The War opened up a wider vista of employment for women, and in the National emergency many old customs, traditions, prohibitions, and prejudices were swept away; and though many of them undertook the work only for the duration the economic opportunity of women was immensely widened. Women now enjoy a degree of economic and personal freedom never before possible in the history of the world.

The conditions of work in factories have been humanized. Hours have been reduced, more attention has been paid to physical comfort, and many firms have established and maintained an active and comprehensive welfare organization, especially for their younger employees. One firm has instituted as an experiment, a five-day week, with encouraging results.

All the vast and varied products of industry have contributed directly or indirectly to the life which every one lives outside working hours. A luxury of yesterday has become a necessity of to-day. The dullness and drabness, the limitations of knowledge and outlook which formerly characterized many lives, have been swept away by moving pictures, public broadcasting, by newspapers, books, and the larger provision of public libraries. Cheap travel by train or bus has enlarged the vision of many who, in an earlier period, would have seen nothing beyond the boundaries of their own town or village. The low cost of travel for a family in a private car has done something to maintain family life. Scientific knowledge and organizing ability applied to industry may facilitate the conduct of war, but they confer a more lasting benefit upon mankind by creating a richer, fuller, more varied life for all in times of peace. And in both these respects the last twenty-five years will be a landmark in the history of the world.

The Development of Professional Associations of Teachers during the last Twenty-five Years

By A. GRAY JONES, M.A., B.Litt.

NO survey of education during the last twenty-five years can be considered complete that does not take into account the history and development of the professional associations during that period. In fact, it may fairly be claimed that these associations have powerfully influenced the development of our educational system during the last quarter of a century. They are now stronger than at any previous time; their activities are wider than ever before; and they play an increasingly prominent part in the life of the community.

This survey will be clarified if we bear in mind two important factors. The first is the traditional English tendency—in fact a conscious policy—that the State should refrain from precise regulation and detailed control in the sphere of education. It follows, therefore, that the organized bodies of teachers have a profound interest in the shaping of educational policy, and they must accordingly be active when the main lines of that policy are being reconsidered or modified. Thus in the period 1910 to 1935, every association of teachers has had to watch carefully the development of our secondary school system, the expansion of free places, and the inauguration of State scholarships, and last but not least the growing importance of the examination system in its relationship to the schools. Hence, for instance, whereas in 1910 the careers of school-leavers were scarcely ever considered, the increasing competition for employment and the value of examination certificates as qualifications to that end have naturally led the secondary associations since 1925 to study very closely the nature of the careers open to their pupils. Moreover, the co-ordination of the schools examinations, brought about by the formation of the Secondary School Examinations Council in 1917, has inevitably made teachers' associations wish to participate in the work of the eight examining boards, and to scrutinize the relative importance of the various subjects offered in the examinations, the standardization of marking, and the effect of examinations on the school curriculum.

The second factor to be remembered is the importance to teachers from a professional standpoint of the statutory and administrative measures consolidated during the immediate post-War period. The haphazard and admittedly low remuneration of teachers failed completely in 1916–18 to meet the needs of the greatly increased cost of living, and the absence of a comprehensive scheme of pensions added to the confusion. Drastic remedies had to be found, and thus the leading professional associations of teachers were actively concerned in the developments that led up to the framing of the Burnham salary scales in 1920, and 1925, and the passing of the Superannuation Acts of 1918, 1922, and 1925. Further, the rapid growth of the Teachers' Registration Council from its establishment in 1907 until its development in 1929 into the Royal Society of Teachers was another sphere in which all teachers' associations worked successfully as professional bodies.

The period 1918–25 was in fact one of intense activity for all professional associations; their strength was developed and their organization consolidated more thoroughly then than in any other period during the last quarter of a century.

In the sphere of secondary education, the four secondary associations stand foremost and it is fitting that we should begin with them. While considering them individually we must not forget that they have for many years been loosely federated in one form or another. All four associations were in existence in 1900 and in 1906 they joined with the College of Preceptors and other bodies to form the Federal Council. This was the mouthpiece of secondary education until 1917, when the four secondary associations set up a smaller and more active committee since known as the Joint Committee of the Four Secondary Associations, better known as the Joint Four. This set up local Joint Four Committees throughout the country and in 1921 it was established in offices at 29 Gordon Square, where it is still located.

THE ASSOCIATION OF HEAD MISTRESSES INCORPORATED

The Association of Head Mistresses is the senior of the Four Secondary Associations, for it was founded by Miss Beale and Miss Buss in 1874 and incorporated in 1896. In 1910 it had a membership of 301, compared with 610 in 1935. Until 1921, when it was moved to 29 Gordon

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Square, the offices were at 92 Victoria Street, except for 1914–5 when it was at Great Ormond Street, W.C. 1. Miss Ruth Young retired from the secretaryship in 1933 after many years of devoted service, and was succeeded by Miss M. E. Martin, formerly Headmistress of Wakefield Girls' High School.

During the last twenty-five years the chief internal developments in the A.H.M. have been the formation of local associations in 1913, developed subsequently into the present thirteen branches, affiliation with Headmistresses' Associations in New Zealand and Ulster, and the inauguration of a similar Association in Canada. An Emergency Fund was formed in 1922. In the wider field of educational policy some invaluable work has been accomplished. Together with the Assistant Mistresses the Headmistresses have fought hard for a wider and freer curriculum that would give optional subjects such as music and art their proper place in the schools and in the examinations, their campaign for the recognition of Group IV subjects having been begun by Miss Gadesden in 1907. The A.H.M., too, led the way in the movement for the inspection of private schools; its conference resolution of 1928 on this subject led eventually to the Departmental Committee that reported in 1932.

Apart from its more academic activities, the A.H.M. was an energetic advocate of women's suffrage during the period 1910 and 1914, and worked for measures designed to establish sex-equality in the schools and the universities, as, for example, the provision of more university scholarships for women. It has been a strong supporter of the Teachers Registration Council from its establishment in 1907. In 1914 the A.H.M. founded the Girls' Patriotic Union of Secondary Schools which did a good deal of War work till 1919; meanwhile a voluntary committee of the A.H.M. sat throughout the War at the offices of the Civil Service Commission to select girls for clerkships in Government offices; the Pensions Ministry was staffed through the work of this Committee. Largely through the efforts of Miss Oldham, this Committee developed into the Headmistresses' Employment Committee of the Ministry of Labour, which has published pamphlets on careers for girls and has placed so many girls in socially useful careers.

The A.H.M. strongly resisted the economy movements of 1922 and 1931, and particularly Circular 1421, which abolished the Free Place System, and it must be emphasized that the Association has rather notably fought at all times against class distinctions and that it has represented a very wide variety of secondary schools. Being concerned about religious education it appealed from 1928–32 for support for the Women's Colleges in India and in 1934 the teaching of religious knowledge was the chief concern of its annual conference. It has more definitely pledged itself to support the extension of religious knowledge in schools than has any other association which is inclined to stress the undoubted risks inherent on this topic. At all times the A.H.M. has not hesitated to give definite expression to its views; its concerns have perhaps been more social and educational than professional, and this is one of the secrets of its strength, for it has not been conservative and orthodox in its outlook.

Apart from its periodical bulletins and reprints of presidential addresses, the only publication of note by the A.H.M. is *Public Schools for Girls*, published for the A.H.M. by Longmans in 1911.

The Incorporated Association of Headmasters

The Incorporated Association of Headmasters was founded in 1890 and incorporated in 1894. Its membership has more than doubled since 1910, being now 925. The Secretary from 1910–7 was Mr. Herbert Bendall; the Assistant Secretary since 1912 has been Mr. Marshall, F.C.S.S. In 1934 Mr. L. W. Taylor assumed the secretaryship on retirement from the headmastership of Darlington Grammar School. The offices were located at 37 Norfolk Street, Strand, from 1896 to May, 1921, when they were removed to 29 Gordon Square.

The I.A.H.M. has taken its full share in professional activities. From 1895 till 1922 it had a very useful Joint Scholarships Board which was utilized for the conduct of junior and senior scholarship examinations for secondary schools; owing to the development of the local education authorities' entrance scholarship examinations and the co-ordination of the school and Higher Certificate examinations, the Scholarships Board was eventually dissolved. The I.A.H.M. followed the example of the A.H.M. in initiating some valuable work on careers for school leavers, and since 1924 has been responsible for the Headmasters' Employment Committee of the Ministry of Labour, which has produced a series of pamphlets on careers for boys. The I.A.H.M. has also had, since 1916, a Military Training Committee to assist those of its members in whose schools there are cadet corps and O.T.Cs. It has in conjunction with the I.A.A.M., managed the Joint Scholastic Agency throughout the whole of the period under review.

When the Burnham Committees were formed in 1919 the I.A.H.M. gave valuable help in advocating the claims of secondary school teachers and although unable to secure an agreed scale for secondary headmasters, it was able to obtain a recommendation that their minimum salary should be £600. It has co-operated with the other secondary associations on questions of tenure, agreements, conditions of service, and has taken a leading part in resistance to the Block Grant proposals, the Geddes Report (1922), the Ray Report, and the economies in staffing and free places initiated in 1932. During the period 1928–30 it was particularly active in advocating the relative independence of headmasters and governing bodies in schools partly or entirely maintained by local education authorities, and of late it has been concerned about keeping the schools free from propaganda of any kind.

Generally speaking, the interests of the I.A.H.M. when compared with the A.H.M. appear to have been more professional than educational, despite the work it has achieved on examinations and the curriculum. Its views have been more conservative and orthodox, and it has been less outspoken on matters of social concern, though its resistance to economies in education has invariably been most vigorous and valuable.

There is little space here to mention the I.A.H.M's work on international exchanges, the B.B.C., the Film Institute, biology in schools, and a host of other matters, from commercial education to youth hostels.

Apart from the periodical *Review*, the I.A.H.M. has published occasional pamphlets such as *The Case for Co-Education* (1921, 1923) and *A Guide to Pensions* (1926).

The Incorporated Association of Assistant Masters

The Incorporated Association of Assistant Masters in Secondary Schools was founded in 1891 and incorporated in 1901. In 1910 the Association was a vigorous body with a membership of approximately 3,000. There was a permanent secretary (Mr. Lamb), and the offices were located at John Street, Bedford Row. The Secretary was in effect an official in charge of membership; all the professional work was done by the officers, chiefly by the honorary secretaries. The Joint Agency had been established in 1898, and under the control of Mr. Virgo it was finding an increasing number of vacancies for students and members; then, as now, the Agency was managed by a Joint Committee of the Head Masters' and Assistant Masters' Associations. The journal, the *A.M.A.*, appeared monthly, and a perusal of its pages for 1910 shows that the Association's activity was concentrated mainly on questions of tenure, salaries, and superannuation. Schemes for the administration of endowed and maintained schools were being critically examined, model scales of salaries were being advocated, and in this connexion it should be noted that the Association published in 1910 an extremely useful survey of salaries of European secondary teachers from which emerged the dismal conclusion that English secondary teachers were among the worst paid.

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The Association suffered a setback at the beginning of the War, when so many of its members enlisted, but it recovered rapidly and in 1917 and 1918 the rising cost of living and the complete inadequacy of secondary school salaries drove its members into increasing activity. Hence, in 1919, the office was reorganized and Mr. G. D. Dunkerley appointed Secretary, the subscription was raised in 1919 to £1 1s., and finally in 1922 to £2 2s., at which figure it remained until at the end of 1931 it was reduced to £1 11s. 6d. The Association's offices were moved to 29 Gordon Square in 1921, and as the membership increased the staff was enlarged until, by 1925, there were two assistant secretaries and ten clerks. Whereas in the early days at Gordon Square a good deal of the professional work was still managed by the officers who gave up most of their spare time to it, the increase in the work threw too heavy a burden on them, and eventually it was mainly concentrated in the office.

The passing of the Superannuation Acts, and the codification of the salary scales has clarified the Association's work in these directions and enabled its educational activities to be developed. By now it is represented on all but one of the eight examining boards, and it has published at intervals since 1922 a series of valuable memoranda on the teaching of various subjects such as geometry, geography, modern languages, English, and history. The history of the Association in these last twenty-five years may be summed up by saying that its administration has become largely centralized and professionalized, that to assist its work in tenure it has built up a powerful Defence Fund, and that its educational work has been very widely extended; it must not be forgotten, too, that it in such ways as facilities for insurance, travel, library, and trading schemes it has developed since 1920 a very complete system of financial privileges for its members who now number 10,700. Above all, the real expansion of the Association dates from the appointment of the present Secretary, who still holds office also as one of the joint secretaries of the Burnham Secondary Committee.

The Association of Assistant Mistresses Incorporated

The Association of Assistant Mistresses had been founded in 1884 (partly with the aid of leading headmistresses), and it was incorporated in 1897. By 1908, the work of the Association had grown to an extent necessitating the appointment of its first permanent official, at a salary of £40; even so, the Association had no offices until 1919, when it took premises in Belgrave Road; in 1921 the offices were removed to 29 Gordon Square. In 1926 the Association bought No. 30, and has since been located there.

The A.A.M. has developed its activities during the last twenty-five years on much the same lines as the I.A.A.M. Like the men's Association, it was prominent in the move for better salaries during the period 1910–20—though with this difference, that it has always advocated equal pay for equal work. Similarly it developed a Sustentation Fund after the effects of the Geddes Report of 1922 had temporarily threatened the stability of the Burnham Scales. The A.A.M. has also built up since 1917 a flourishing Loan Fund for the use of its members. In collaboration with other bodies it manages the Joint Agency for Women Teachers, which had a chequered career in its early years from 1885 onward, but has since 1921 flourished considerably and now has a registrar and a staff of six. The A.A.M. has also been active in purely educational spheres and in addition to work on the examining boards it has since 1922 published memoranda on the teaching of Latin, French, and Religious Knowledge.

The membership of the A.A.M. has more than trebled since the War and it now stands at 8,000. Undoubtedly the Association entered on a new lease of life in 1921, when Mrs. Gordon Wilson was appointed Secretary, and its activities were considerably extended. She now controls a staff of ten, including two assistant secretaries and an accountant, and the Association has never been more flourishing than it is at present.

The Association of Teachers in Technical Institutions

The Association of Teachers in Technical Institutions has been in existence since 1901, and in the period 1910–20 its work was advanced by the activities of prominent officers such as Messrs. J. Wilson, P. Abbott, Paley Yorke, and W. W. Sirman. Its progressive outlook was indicated in 1910 by the passing of Council resolutions in favour of registration of teachers, and the linking of industry with education. It assisted in the development of advanced courses by the City and Guilds Institute, and it played a major part in the formulation of the Emmot Report on Education for Industry, a notable feature of which was that for the first time in English history representatives of industry and technical education all collaborated on one committee. The A.T.T.I. has also continuously worked since 1910 for the co-ordination of qualifying certificates for various industries in order to solve the struggle between the purely internal and the purely external examinations. Thus it has successfully promoted the establishment of national certificates in mechanical and electrical engineering, in building, and in industrial chemistry, and its latest work has been seen in the scheme for endorsed national certificates in commerce.

Since 1922, when the first and present Secretary, Mr. J. Wickham Murray was appointed, with offices at 29 Gordon Square, the A.T.T.I. has expanded considerably. It played a major part in the framing of the Burnham Technical Scales in 1920 and 1925, and in safeguarding the interests of technical teachers under the Superannuation Acts.

On the purely educational side, it has further assisted in the increasing recognition given to technical education nowadays, for by its agency this country has for the first time been officially represented in international congresses on technical education held at Charleroi, Liége, Paris, Brussels, and Barcelona, in 1925, 1930, 1931, 1932, and 1934 respectively, no less than twenty-four nations being represented at each of these congresses. In addition the A.T.T.I. has collaborated with the B.B.C. and the Films Institute, and by its monthly journal, *The Technical Review*, it watches over the development of educational policy and the publication of books on technical subjects.

The National Union of Teachers

The National Union of Teachers had, in 1910, been in existence for forty years, and then, as now, its membership was open to all classes of teachers, primary, secondary, and technical. Of the total membership of 80,000 at that time, there seem to have been from 1,700 to 2,000 in secondary schools, almost exclusively these were schools maintained by local education authorities. The present aggregate membership is 149,000, of which approximately 2,100 are in secondary schools, so that relatively the secondary membership is not as strong as it was. On the other hand, there has been, since 1927, an arrangement for consolidating the strength of membership in secondary and technical schools by the formation of what are called "higher education sections." These will no doubt supersede the few scattered local county secondary associations such as those for Kent, Surrey, and the North Riding.

The chief developments in the history of the N.U.T. since 1910 have been on the professional side. The period has seen three general secretaries: Sir James Yoxall, Sir Frank Goldstone, and lastly, Mr. Mander, who took office in 1933. The first-named controlled the Union's activities during the salary struggles preceding the stabilization of the Burnham Scales, when there were strikes at Lowestoft, South Shields, and in Cardiganshire. Meanwhile, the passing of the Education Act of 1921, in addition to the negotiations for local salary scales, had increased the work of the Union locally as distinct from nationally, and to meet this need the system of divisional secretaries was inaugurated in 1910 by the appointment of two officials; since then their number has increased to six, the senior of whom, Mr. Underdown, was one of the first two appointed. It is notable that, since 1918,

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the N.U.T. has increased its contacts with local authorities very considerably.

Concurrently, the pressure to maintain direct contact with Parliament led to the adoption in 1918 and 1922 of parliamentary candidates, and since 1929 there have been three Members of Parliament directly connected with the Union, one of whom, Mr. Morgan Jones, served with marked success in the 1924 Labour Government as Parliamentary Secretary to the Minister for Education.

Through these years the funds of the N.U.T. have grown considerably, and their aggregate is now well over £1,000,000. Subsidiary bodies such as the Teachers' Provident Society, and the Benevolent Funds have also increased very markedly. At the same time, the strength of the Union and membership and finance has not blinded it to the advantages of closer working with other teachers' associations, and from 1926 to 1930 it was a member with the Joint Four and the A.T.T.I. of the Joint Six, a body that endeavoured to work out a scheme of federation. The recent (1935) alliance with the Educational Institute of Scotland has revived the idea of federation and there is a growing feeling among former members of the Joint Six that the time is now ripe for a further and strong effort to devise a scheme of federation that will provide for joint action and yet preserve autonomy for the constituent bodies.

There is little space left to mention the educational work of the Union during this period; one of its most fruitful activities was its joint report with the A.E.C. on Free Place examinations (1927). Its educational work was very capably administered by the late Sir Ernest Gray, and afterwards by Mr. G. S. M. Ellis, whose death in 1934 was a severe loss.

We have now completed the survey of the leading professional associations, though there are obvious gaps in the survey. It may be asked for example why the Headmasters' Conference has not been mentioned; the reason is that the Headmasters' Conference is not strictly speaking a professional association in the true sense of the word, and has never claimed to perform all of the functions normal to a professional association. Then, again, subject associations have had to be ignored, while others such as the National Association of Schoolmasters, the National Union of Women Teachers, the National Union of School Teachers, the National Association of Central School Teachers, have had to be excluded on the ground that they were not in existence in 1910 and in fact did not come into real life until after the War.

In a rapid and necessarily brief survey of this kind it is not possible to ask and to answer a number of not unimportant questions. The critic may inquire what attitude these associations have exhibited to major issues that have affected the schools, issues, for example, such as an understanding of the economic structure of society, and the problems of international peace. Nor can it be claimed that the preceding paragraphs demonstrate precisely how far these associations have propagated new theories of teaching and new ideals in education. It is hoped, however, that enough has been said to prove that while in this Jubilee Year educationists can look back to 1910 with the conviction that there has been since then a marked advance in our educational system, they will recognize that a good deal of the credit for that advance can justly be ascribed to the professional associations of teachers.

Then and Now

By T. RAYMONT, M.A., Formerly Warden of Goldsmiths' College, University of London

FROM the historian's point of view, it may at first sight seem purely artificial to select the year 1910, the first year of the reign of His Majesty the King, as the starting-point of a survey of recent progress in education. An obvious answer to this objection is that it is always possible to take a cross-section view of any process of development at any particular stage of that process. But there is another answer which is less obvious and more satisfying. To read an account of our national doings in education during the last quarter of the nineteenth century, especially if one happens to be old enough to have lived through the period, is a depressing experience. The Nation still disregarded Matthew Arnold's historic warning to organize its secondary education. The cheap private school, which is necessarily a bad school, was still far too much in evidence, and the State confined itself to encouraging a form of secondary education which laid one-sided emphasis upon physical science. The elementary schools, until near the close of the century, were still in the grip of payment by results. Pious circulars were sent round, and unctuous speeches were delivered, urging teachers to set their affections upon things higher than Government grants. But one has only to look at the "Codes" of the period to realize how thoroughly the elementary schools must have been commercialized and therefore spoiled in all the details of their work. It would have needed the genius of a Dickens to show up the complete fatuity of the situation, but lesser folk than he did their best, and not without success. Still, the end of the century was not a happy time for the truest friends of education.

But the dawn of a brighter day was very near, and it came with the placing of the Act of 1902 on the statute book. A legislative enactment, however, could not produce a sudden miracle of reform. Time was needed, and the services of a great administrator were needed. Such a person was Robert Morant. Whatever else may be said of him, it was he who really gave shape and direction to the reforms which the Act made possible. Here was the Hercules who set himself—sometimes, it is said, with a heavy hand—to cleanse an Augean stable, and then to evolve order out of chaos. The results of his prodigious labours are partly seen in the series of Regulations for Secondary Schools, Regulations for Evening Schools and Technical Institutes, Regulations for the Training of Teachers, and so on. But nowhere was the new spirit in education so clearly manifested as in what has been truly characterized as the noble Introduction to the Elementary School Code of 1904, a document which suggested a more dignified position for the teacher than he had ever held before, which set forth in simple but forcible language the rights of the child, and which was the first occasion on which parenthood was officially recognized as something other than an obstacle to the designs of the State in regard to the rising generation. This famous Introduction is understood to have been the work of Morant.

Thus during the few years preceding the accession of George V the foundations of a really national system of education were well and truly laid, and some progress was made in the erection of the structure. The original architect was soon to be transferred to another sphere, Morant having to bear the brunt of the resentment caused by the incident of the "Holmes Circular." But the work went on, and the more carefully one surveys in retrospect these twenty-five years of progress, the more clearly one sees that of all the changes that have taken place, the most fundamental was the virtual creation of a State system of secondary schools. In 1910 there were 928 such schools recognized as efficient and attended by 157,000 pupils. The magnitude of the change is partly to be gauged by the fact that in 1935 the number of efficient schools approximates to 1,800, attended by 276,000 boys and 247,000 girls. The rise and spread of State-aided secondary education have influenced the life of the Nation in many ways, of which two in particular may here be mentioned. In one direction, the existence of these schools has led to far-reaching developments in the amount and kind of

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work undertaken by the universities. In another direction, the secondary schools, by providing the means of giving a sound education to the intending teacher, have indirectly effected a marvellous change in the vast system of elementary education. No one who knew the training colleges thirty years ago, and who knows them now, can deny the fact. Furthermore, now that all teachers have for some years received their early education under approximately similar conditions, a consolidated teaching profession is at last within the sphere of practical politics. The old Teachers' Guild made a valiant effort to bring about a mutual understanding between the elementary and the secondary branches of the profession. But the effort was too much like trying to mix oil and water. No such effort is now required. It now seems perfectly natural that representative teachers of all sorts and conditions should take counsel together on equal terms at meetings of the Teachers' Registration Council—a body established the year after King George's accession, and under the name Royal Society of Teachers permanently associated with His Majesty's person and reign.

The development of the secondary school system is here regarded as the fundamental change which has taken place during the period in question, because without it few of the other changes would have been possible. Except that it helped to raise the standards of efficiency in the voluntary schools, the Act of 1902 did little, and indeed could have done little, for the elementary schools. No great forward step in those schools was possible until the secondary schools had had time to provide a supply of well educated candidates for the teaching profession, and by the time the secondary schools were able to make their influence definitely felt, all social progress was held up by the most devastating War in history.

It was the Act of 1918 which provided the opportunity of overhauling the elementary school system. As is well known, some of the provisions of that Act remain to a great extent a dead letter. But the clause requiring local authorities to provide practical instruction as well as book-learning, and to organize advanced instruction for the more capable children, has resulted in the reorganization associated with the name of Sir Henry Hadow. Under his Chairmanship the Consultative Committee produced in 1926 their report on the Education of the Adolescent, followed in 1931 by a report on the Primary School, and in 1933 by a report on Infant and Nursery Schools. These reports—the first two of them based upon the principle of the "clean cut" at the age of "11 *plus*"—are effecting a revolution in the elementary school tradition of this country. One of the general effects is that the teaching of children between 7 and 11 years of age tends to become a specialized occupation. These children are no longer "the neglected middle" of the elementary school. In fact the very term elementary school is fast and deservedly becoming obsolete.

During the 1880's and the 1890's, technical education, under the stimulus of the City and Guilds Institute and the Technical Instruction Act, received far greater attention than secondary education. But the stimulus was applied mainly through the agency of examinations, and the Georgian period, in this instance as in others, has witnessed the tendency to take the stress off the examination, and to place it upon the carefully ordered scheme of instruction given by a competent teacher. At the beginning of the present reign, the examinations of the old Science and Art Department were still largely operative, but from the year 1911 they began to be discontinued. It is within the present reign also that physical science, which though an administrative accident dominated the older type of State-aided secondary school, has been placed in a reasonable position in the curriculum. The report of the Board of Education for 1910 included a full and an enlightened treatment of that urgent problem of the time.

Other important changes must here be dealt with still more summarily. Although the number of children attending elementary schools was almost the same in 1910 as it now is, the number of certificated teachers has risen from 98,000 in 1910 to 129,000 at the present time, and the number of unqualified "supplementary" teachers has fallen from 16,000 to 6,700. Much progress, though not enough, has been made in dealing with crowded and insanitary buildings. The school medical service—which might indeed from one point of view be singled out as the main educational achievement of recent years—has done great things for children of school age. The nursery school movement has made little progress in the quantitative sense, but the work which has been done has been well done, thanks largely to the example and inspiration of the heroic McMillan sisters, who began their world-famous work at Deptford near the beginning of the reign—work which has been graciously and fittingly helped forward by the personal interest of Her Majesty the Queen. Thus far the nursery school. At the other end of the age scale there falls to be noted the remarkable extension of adult education made possible by the friendly assistance of the State, and brought to something like a system by the notable Regulations for Adult Education first issued in 1924.

It would scarcely be possible to bring to a close even this brief summary of progress without a reference to the strictly scientific attack, made chiefly by the psychologists with the aid of the statisticians, upon the problems of modern education. It was near the beginning of the present reign, for example, that the now well-known Binet-Simon tests of children's intelligence began to attract attention; and notwithstanding the Englishman's natural distrust of the expert, the progress made in the testing of intelligence, and indeed in the application of scientific method to educational problems generally, is one of the definite developments of the last five and twenty years.

More important still—and here our review must reach not only its end but perhaps also its culmination—is the development during King George's reign of the imperial outlook upon education. At an earlier date the Department of Special Inquiries and Reports, under the direction of Mr. (afterwards Sir) M. Sadler, had compiled a series of valuable comparative accounts of the educational systems of the various countries that constituted the British Empire. More recently this work has been resumed by the editors and publishers of the *Yearbook of Education*, of which the fourth annual volume has just been published. And this volume has to some extent been made the organ of the London University Institute of Education, which aims at becoming a centre of educational research for the British Commonwealth of Nations. Having regard to the enormous variety of tradition and of race to be found within the Dominions, a vast field of enterprise is obviously opened out. Time may well show that the establishment of the Institute was one of the most notable of educational events during the reign of George V, and that it was one of many responses to the ringing message which in his younger days he once brought back to these shores—"Wake up, England."

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What we Said in 1910

By J. WICKHAM MURRAY, M.A.

IT would, of course, be quite impossible to give any detailed picture of all the educational events which were mirrored in this *Journal* during 1910. The weft and woof of the pattern of educational endeavour is always multifarious. It is full of tiny indications which, if peered at closely, appear unrelated and trivial. We must stand back from the picture to get its full significance. Then only does the detail and the colour merge, and the design and meaning of the pattern become clear.

So do we stand back now—at a distance of twenty-five years—and, if we ask ourselves what are the accomplishments of which we may be justly proud we shall not fail to find that the battles which preceded them are faithfully recorded in the issues of this *Journal* of 1910.

Let us look first at the leading articles which dealt with what the Editors believed to be major issues. As is natural in the beginning of the year, the January leader tried to deal with fundamentals and bade readers search their souls to discover whether educational effort was attaining the noble ends they desired. Blunt questions were asked: With our educational programmes, "ought we not now as a society to be far other than we are?" Some of those blunt questions can be repeated to-day. Are some of them, quoted exactly from that article, answered yet? "Has the study of history secured us against national infatuation, party blindness, or popular selfishness? Is the poet and the thinker honoured and heeded among us and the vulgar scribbler taught by our judicious contempt to mend his or her ways or vanish?" "Alas!" exclaimed the writer, "we know well that this is not so." He was troubled with doubt and misgiving and frankly questioned either the "efficacy of the educational plan or the reality and efficiency of its execution."

Half-way through the year a not dissimilar note was struck. "The State has written and written about education, but it did not begin its work with any estimate of educational values. By leaving out an H, the most important H—health—it has reached an anti-climax, and after forty years of bookwork, it has had to create an army of nurses to clean the heads of its pupils." Remedial action, "the initiative of which has been established in the new Medical Department" was urged as well as "reform of the curriculum based on an estimate of educational values and the needs and conditions of the life of the child to be educated." Attention was urged to the 95 per cent of children who would not receive higher education. "They suffer from the invention of printing and their vitality is exhausted by bookwork." If our viewpoint has moved and widened in all the implications of that part of the article we have still greater need to ask the question with which it closed: "Are we losing the use of our hands through dependence on machinery?" The question was taken to indicate what ought to replace intensive bookwork. Have we yet made up our minds?

This realization that mere book learning is by no means the only educational method was stressed in another leading article which dealt with "Economy in the Elementary School Curriculum." Then, as now, it seems employers complained of the inadaptability of the product of the elementary schools. In 1910 the curriculum was, as indeed it always is, under fire; but it is curious to read that "Another fetish in our curriculum is writing and spelling. Here is another field where there could be economy of time if these subjects were eliminated as formal studies." Nevertheless who to-day will deny that in education the tendency is to make it "almost wholly cultural, and schooling is still associated with book-learning"?

Debates and resolutions concerning "Leaving Certificates" are still with us. Even in 1910 they were the subject of editorial comment. A school leaving certificate was to be a cure for schools suffering from too many examinations. "The examination fiend was to be exorcised; but the spell was too weak. . . . Higher and school leaving examinations started by every university in the United Kingdom, all burning to earn fees and to decide by examination whether a boy or girl is fit to leave school . . . and what examinations they are! . . . Perhaps no means of testing real worth is so ill-adapted to its purpose as an examination by means of questions answered on paper." How far have we moved toward the solution of that question in twenty-five years?

The titles of other leading articles have a modern flavour: Observe these and consider whether they could not be applied to the discussion of problems still with us: "A Radical Defence of Greek," "The Past and Future of Endowed Schools," "Towards Educational Peace" (religious teaching as a part of the educational system), "Science Teaching in Secondary Schools," "Education at the British Association," and "Married *v.* Single." In connexion with the latter question *The Journal* was prepared to vote for the total exclusion of married women from schools, but it realized that "we should lose the services of many efficient teachers against whom no objection on the score of marriage can be raised—childless wives, for instance, and widows." To the argument that domestic training could best be given by married women, *The Journal* replied that such training could be given as effectively by spinsters. "We do not require our nurses in hospitals or our Poor Law inspectors to be married. How many of us have been 'mothered' by maiden aunts!"

On the general question of woman's equality of status the advance in twenty-five years has been considerable. As a measure of that advance, we may note a 1910 paragraph in which it was announced that the London County Council had "decided to try the experiment of appointing a woman as head teacher of a school for boys and girls." A similar experiment was to be made in an Isle of Wight secondary school. *The Journal* desired that a fair trial be given to such experiments, but raised a professional question not unfamiliar in 1935: "So long as salaries for women teachers are lower than those for men, there is a temptation to appoint a woman because she is cheaper and for no other reason. An appointment on such grounds would be likely to prove disastrous to the school."

Two months after that was written, there appears another note which gives another view of women's fight for equality of status. Lord Curzon is reported as arguing in favour of admitting women to degrees. "Alone amongst the universities of the United Kingdom . . . Oxford and Cambridge refuse the academic seal to the courses of study undertaken by women." But Lord Curzon's arguments had limits: "Lord Curzon points out that the grant of a degree need not mean a share in the government of the university. To this privilege for women he is absolutely opposed."

Rightly has it been said that reasonable salaries and an assured pension scheme are essential to teaching service. To teachers now enjoying the results of Burnham Committee negotiations there is a paragraph dated August, 1910, which ought to be illuminating. It deals with a report of the Kent Education Committee of 1906 which suggested that "a really competent master in a good secondary school should certainly be able to look forward to receiving an annual salary of at least £300, and a really competent assistant mistress to receiving . . . at least £200. . . ." *The Journal* points out, however, that the figures given "show that there is opportunity for further progress. The county scale for assistant masters begins at £130 or £150 and rises to £200; assistant mistresses begin at £80 to £120, and rise to £140 or £150. The average salary of an assistant master is about £170 and of an assistant mistress about £115.

Pensions, too, were "in the air." We may read that

(Continued on page 348)

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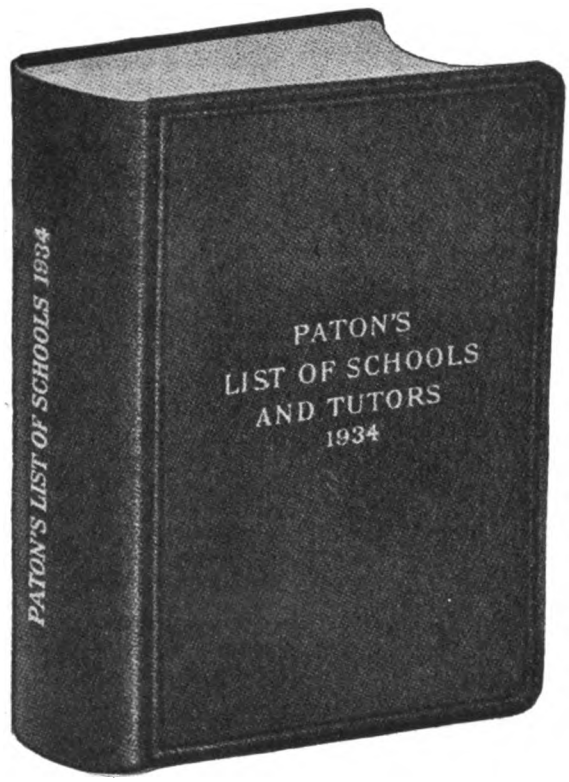

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To-day the Royal Society of Teachers (Teachers Registration Council) is an accomplished fact. In 1910 Conferences of the Association of Head Mistresses and of the A.T.T.I. were calling upon the Board of Education to " re-establish without further delay the Register for Teachers." A meeting had been held previously at the Clothworkers' Hall, when a scheme had been passed. But at least one association was dissatisfied with its representation—a phenomenon not without its parallels in later years.

The case for science teaching is presented frequently in the 1910 issues of *The Journal*, but in a report of the Education Section of the British Association the problem is viewed in its wider aspects. There was a joint discussion with the Chemical Section on " The Neglect of Science in Commerce and Industry." Mr. R. (afterwards Sir Robert) Blair opened the discussion. Who foresaw, then, that the problem would, in the minds of some people at least, be almost reversed and that there would be complaint that the increasing application of science to industry produces problems which appear to baffle us ?

Inevitably, when education and industry are discussed, the work of evening schools leaps to the mind. *The Journal* of 1910, noting continuously the growth of secondary education, dealt also with its effect on evening schools. An article, " The Compulsory Evening School," pointed out that " we are being forced to consider the continued education of the ex-elementary child. Thus the evening continuation school becomes the corollary of democratic secondary education." Changing thought and the agreed ideals of the Education Act of 1921 make it certain that few would agree that " the time has come to consider the question of compulsory evening attendance for young people of less than seventeen years of age."

The close association of parents with the work of the schools is now a matter upon which it may be said that nearly every one agrees. In 1910 it was just beginning. An article, entitled " Parents' Night," suggested that " the State's widening sweep of control in education has produced a kind of parental passiveness." The article proceeds to describe a scheme tried in the George Dixon Secondary School, Birmingham, under which " the headmaster sends out a letter of invitation. . . . None but parents are admitted and there are no reporters. No member of the Local Authority is present save for the fact of his son's name appearing on the school register. The whole principle of ' Parents' Night ' compels these safeguards. Nothing must restrain the free exchange of confidences."

What, then, do these points from the 1910 issues of *The Journal* teach us ? That if there were problems then which twenty-five years have failed to solve, at least there has been steady movement toward some of the ideals for which the stalwarts of that time fought so hard. Perhaps, above all, as a sign and a portent, public interest has grown. *The Journal* itself noted its beginning in 1910 in the advent of an educational journal now known to all of us : " We welcome ' Educational Supplement, No. 1,' issued with *The Times*, September 6, as a sign of the growing public concern in educational problems." But with all that encouragement, there is a misquotation in the April issue of the 1910 *Journal* which still finds an echo in the minds of teachers : " Patience is the badge of all our Tribe."

Foreign and Dominion Notes

SPAIN AND SPANISH AMERICA

Politics v. Education.

In our last reference to Spain we noted that political crises were distracting attention from much-needed educational reforms. To-day the preoccupation of the periodicals under review is with the direct opposition of certain right-wing elements to reform of any sort. The *Revista de Pedagogía* voices this fear more and more insistently. Early in 1934 it was already advocating a " united front " of the 50,000 primary teachers to demand better salaries, certain urgent reforms, and, especially, the prevention of the increasing corruption. The Republic can never be more than a change of régime, it insisted, if the educational system is not changed too, and of this there is no sign. It lamented also the abolition of the Central Board of Primary Inspection, so necessary to a continuity of policy. Since the advent of the Republic, there had already been five Directors of Primary Education—chiefly as a result of political passions. The appointment of Salvador de Madariaga, however, as Minister of Public Instruction, struck a hopeful note, and he was immediately besieged with urgent proposals—especially for some measure of decentralization. But another crisis soon followed, and another Minister—the seventh since 1931.

Such instability could only lead to much precipitate legislation, with no coherent policy. It is interesting to note that the official *Bulletin* of Education is three times as big as that of France, though the volume of education dealt with is as many times smaller. The Budget Estimates in July showed strong opposition to any increase in expenditure on education. Some five thousand teachers did, however, obtain a slight increase of salary, and a sum of 4,000,000 pesetas was set aside for new schools. The ominous notice of Press censorship first appeared in November—the result of the unsuccessful Socialist rising, which was seized upon as a pretext by the right to attack State education as partisan. " Rather are they partisan," said the *Revista*, " who attack it, for the rising has clearly shown the need for extending education to the age of at least 14. Only then will it be above political, religious, and social strife. It is the duty of educators to show the identity of some ideals even in thinkers who differ in other ways. When education is as it should be, Spain will be a people, and not the sum of its political parties." In January the censorship still reigned, there was another Cabinet crisis, an eighth Minister of Public Instruction, and a seventh Director of Primary Education. A note in the *Revista* on the proposed reform of the constitution expressed the pious hope that in the movement towards the right, there should be at least no conflict over education.

" The Web of Penelope."

The *Revista de Escuelas Normales*, in an editorial thus entitled, voiced very similar opinions, and was similarly censored. It also devoted much space to two of Spain's great men. The death of Ramón y Cajal, the man of science, was made the occasion for a review of his work and quotations from his memoirs. At the same time the Republic was commended for its homage to Unamuno on the termination of his academic career by its creation of a Chair named after him in his own University of Salamanca. The Annual Assembly of Professors of Normal Schools at the end of the year must have been of very special interest, coming as it did at the moment when the very existence of the Normal Schools was in the balance, and when there was a proposal before the Cortes to reinstate various professors who had been retired in 1931. Early this year the *Revista* defended co-education against an attack by the right-wing daily *El Debate*. After referring to its efficacy, as proved by experience in Normal Schools, the article cited in support Mr. Badley's recent contribution to *The Times Educational Supplement* (" a Conservative paper "), and also the favourable resolution of the fifth International Congress of Moral Education in Cracow. Later, an outspoken article on the right-wing campaign against all the branches of State education, stigmatized as audacity the attempt to undo in a Republican epoch one of the most admirable results of the Republic. Though pessimism is the keynote of

(*Continued on page* 350)

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The Journal of Education

Special Series of Articles for 1935

This is under the general heading of

UNIVERSITY ENTRANCE SCHOLARSHIPS:

SUBJECTS AND STANDARDS

An Introductory Article on **The Scholarship System.** By Dr. Cyril Norwood, President, St. John's College, Oxford. (January, 1935)

Classics. By Mr. F. R. Dale, D.S.O., M.C., M.A., City of London School. (February, 1935)

Modern Languages. By Mr. A. M. Gibson, M.A., Liverpool Collegiate School. (March, 1935)

Mathematics. By Mr. G. H. Lester, M.A., The Grammar School, Bristol. (April, 1935)

Geography. By Dr. E. D. Laborde, Harrow School. (May, 1935)

Science. By Dr. Terry Thomas, M.A., LL.B., B.Sc., Ph.D., Leeds Grammar School. (June, 1935)

In each of the articles consideration is given to the arrangement of courses, types of paper set, desirable improvements to the system, standard, scope, and other matters of practical interest to teachers concerned with scholarship examinations for the Universities.

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these two periodicals at present, valuable articles by Spanish and foreign writers continue to appear on many aspects of education.

Three enterprises of the Republic are also favourably reported on. These are the two successful sessions of the International Summer University at Santander under the scholar Menéndez Pidal; the Second Book Fair at Madrid, last year, which showed how great an impetus the Republic has given to the distribution, circulation, and purchase of books; and, finally, the "Pedagogic Missions," a record of whose work, from September, 1931, to December, 1933, in a handsomely illustrated volume, is before us. The last mentioned, one of the first reforming acts of the Republic, are an attempt, financed by the State, but organized largely by voluntary workers under the direction of the famous scholar, Cossío, to bring some taste of culture to the numerous isolated villages, which sometimes in Spain, with its poor communications, hardly know what a book, or a picture, looks like, and have never seen a film or heard a gramophone. To quicken the feelings of these isolated peasants, the "missionaries" have had recourse first, to talks and readings, leaving small libraries behind them; then, to music, classical and popular, by means of a choir and gramophones, leaving records behind them; thirdly, to cinema shows; fourthly, to a travelling picture gallery of reproductions of great artists; and finally, to the production of short theatrical masterpieces, old and new, including morality plays, puppet shows, and farces—thus showing the peasant that the cultured man does not always wear a long face. "Refresher" courses are also organized for small groups of village schoolmasters. The statistics show that, in two years, 4,000 villages have been visited by some, or all, of the sections of the Missions, and this in face of the great difficulties of transport, and sometimes of prejudice. But from the often moving accounts of each Mission, and from the wonderful photographs of men, women, and children, intent and absorbed, with faces full of wonder at the first experience of the best that civilization can offer them, there can be no doubt of the enthusiasm and joy aroused when once contact has been made.

Misiones Pedagogicas

From Spanish America comes regularly (among others) the *Boletín del Instituto Internacional Americano de Protección a la Infancia*. Among notable recent contents are the text of the new Uruguayan Children's Code, and the answers to a questionnaire sent to all the republics concerning the condition of the children of their native populations.

Vacation Courses, Conferences, and Tours

FRANKFURT-AM-MAIN.—The vacation courses for foreign students of the Johann Wolfgang Goethe University begin on July 8 and end on August 17. The course is divided into two sections, from July 8 to July 27, and from July 29 to August 17. Students are offered a thorough grounding in the use of the German language, and will be given an insight into German national life, through lectures on German history, literature, education, political science, geography, folklore, art, and drama; also by means of conducted tours. Students will be grouped according to their knowledge of German, and a special class for teachers is provided. At the end of the course, an examination in German may be taken, in connexion with which Certificates of proficiency will be granted. An illustrated brochure of the course can be obtained from the Anglo-German Academic Bureau, 75 Gower Street, London, W.C. 1.

* * *

VACATION COURSES IN ENGLAND AND WALES AND SCOTLAND, 1935.—Under this title, the Board of Education has compiled complete particulars of courses grouped in convenient sections, as follows: (1) In England and Wales: (*a*) provided by local education authorities; (*b*) organized by university bodies; (*c*) organized by associations of teachers and other bodies. (2) In Scotland: (*a*) arranged by the National Committees for the Training of Teachers; (*b*) university vacation courses for teachers and others; (*c*) organized by associations and other institutions. The pamphlet, price 6d. net, can be obtained from any of H.M. Stationery Offices.

* * *

CITY OF LONDON VACATION COURSE IN EDUCATION.—This unique course is so well recognized and so firmly established that it is scarcely necessary to say more than that it is being held from July 26 to August 9, and that it is being conducted again on the lines so fully appreciated last year. The programme shows five main groups of courses; a general course on world history, twelve courses of lecture demonstrations on teaching method and practice, classes for foreign students, special sessions including poetry recitals, discussions, and demonstrations, and practical classes in woodwork, metal-work, weaving, modern art teaching. The luncheon addresses by famous personalities are to continue, and the educational visits and evening recreations announced will give entire satisfaction. A beautifully illustrated pamphlet will be forwarded on application to the Secretary, City of London Vacation Courses, Montague House, Russell Square, London, W.C. 1.

* * *

THE CHANTRY SUMMER HOLIDAY COURSES.—The Ipswich International Friendship Council is continuing this year the international youth gatherings which have been held at the Chantry, Ipswich, with such successful results during the past ten years. The Council is an independent voluntary body of the people of East Anglia and of a number of organizations—Ipswich Town Council, East Suffolk Education Committees, W.E.A., Y.M.C.A., Y.W.C.A., Boy Scouts Association, Girl Guides Association, &c. From June 1 to 28 a senior course will be held for young men and women between the ages of 16 and 30 years at an inclusive cost, including excursions, per week of £2 per person. During July and August, junior courses for girls and boys between 16 and 19 years of age are to be held for fortnightly periods again at an inclusive cost of £2 per week. An enjoyable and instructive holiday is thus offered in beautiful surroundings for a most modest charge. Full particulars will be supplied on application to Miss Jean Swift, The Chantry, Ipswich.

* * *

KENT SUMMER SCHOOL.—The Kent Education Committee have arranged for the seventeenth session of its Summer School for Teachers to be held at St. Lawrence College, Ramsgate, from August 16 to 30. The programme includes courses for teachers in infant, junior, and senior schools, and special courses in general crafts, book-binding, woodwork, metal-work, needlework, and physical education courses for both men and women. The prospectus giving full particulars of the courses is now ready and a copy will be forwarded on application to the Director of Education, Springfield, Maidstone.

* * *

UNIVERSITÉ DE BESANÇON.—Last year the University of Besançon had a record number of students at its French courses. Further advantages are offered under a definite plan of studies. An extensive programme provides, in addition to phonetics, French language and literature, &c., lessons in commercial practice, exchanges of conversation, singing, and lectures on art by a world-famous professor. This beautiful centre, amidst the wonderful Jura scenery, is as favourable to health as it is to work. A most modern hostel offers first-rate accommodation at very moderate terms, and students under 28 years of age can travel at about half rate. Amusements and recreations are as numerous as they are varied, and cannot easily be exhausted. Casino, parks and gardens, museum, libraries (220,000 volumes), citadel, forts, Vauban's fortifications, astronomical clock, cathedral, Roman theatre, observatory, Ecole Nationale d'Horlogerie, all call for a visit, whilst there must be at least fifty picturesque walks and excursions.

* * *

HAMBURG.—The courses are held from August 5 to 31, and are divided into five groups, namely (1) Social-Politics in Present-day Germany; (2) History of the German Language and Literature, Philosophy, Pedagogics, and Folk-lore; (3) Extension Courses dealing with the progress in the entire sphere of Medicine; (4) a Medical Course in Spanish dealing with Tropical Diseases intended for Spanish doctors and doctors from Ibero-American countries (from August 5–24); and (5) German Language Courses for beginners and advanced students. Courses 1–4 will be held in the mornings, and Course 5 in the afternoons. Students may sit for an examination following the German Language Courses with the view of obtaining a certificate. Several interesting trips have been planned, including a visit to the State Biological Institute of Heligoland, and a tour through Germany, given a sufficient number willing to participate. Students from England should obtain particulars of reduced railway and shipping rates from the National Union of Students, 3 Endsleigh Street, London, W.C. 1. Applications for the courses should be addressed to the Akademische Auslandstelle, Hamburg e. V., Hamburg 36, Klopstockstrasse 31.

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University Entrance Scholarships: Subjects and Standards

VI.—NATURAL SCIENCE

By TERRY THOMAS, M.A., LL.B., Ph.D., Headmaster, Leeds Grammar School

THOUGH minor criticisms of university scholarship examinations in science are made from time to time, on the whole the examination seems to pick out the most promising scholars.

A boy who is outstanding at physics and chemistry generally wins a scholarship, but there are sometimes boys who seem equally promising who do not do themselves justice in the examination. It may be that their temperament is such that the ordeal is too much for them. On the other hand, some boys seem to thrive on examinations and make an impression which is sometimes greater than their real worth. It is difficult to see how the examination can be modified to suit the temperamental candidate, except by laying greater stress on the personal qualities of the candidate as determined by the *viva voce* examination. The papers are obviously carefully set and very searching, and a good choice of questions is given.

In physics and chemistry the standard of the papers is well maintained, but the technique of scholarship examinations does not seem to be so well developed in the biological subjects, where complaints have been made that the standard varies from time to time. This, of course, may be the fault of the schools where biology is relatively a new subject and the methods of the school teaching have not been fully developed. It is from the biology teachers that one hears complaints of the standard being too high and that the questions are of a quality which should only be given to much more mature candidates.

Physics and chemistry teachers are used to the high standard demanded by the college authorities and would view with alarm any reduction in that standard. Where questions on elementary work are asked, answers of a very high quality are obviously expected. These answers should show a scientific and philosophical training, and are probably just as good a guide as answers which show a superficial knowledge of more advanced work. The danger of very advanced questions is that a smattering of knowledge is crammed without being fully understood. Generally speaking, a good paper should include questions on elementary work and also questions of a more advanced character. The latter questions would give scope to the able candidate to show his greater knowledge and his wider reading, but it is debatable whether questions on very recent research should appear in the papers. The usual Higher School Certificate work should form the very minimum, and in addition the candidates should have ranged beyond this, and have acquired a real scientific outlook as well as a collection of scientific facts.

There is a modern tendency to test facts by means of questions which can be answered in a few words. This form of examination has great advantages, but there is a grave danger, from a scholarship point of view, in using questions of this type because it tends to give a better chance to a candidate who has memorized a lot of unrelated facts, rather than to one who has treated the subject as a coherent whole. For this reason broad questions of the essay type should be retained. Also, to test a candidate's power of using his science properly, problem questions involving fundamental principles should appear. These are the questions which give a chance to the boy of real scientific ability. The sixth form of a school normally provides instruction in physics, chemistry, and mathematics, but there is a growing tendency to group botany, zoology, and chemistry together. Thus the science candidates fall roughly into two groups. As chemistry is a common factor, it might be wise for the chemistry paper to have alternative questions; one suiting the mathematical and physics candidate and the other the biological candidate. It might be useful to link the chemistry to the biology in this way, and this would lead naturally to a development of elementary bio-chemistry in the schools.

On broad educational grounds it seems wiser for candidates to be required to offer three science subjects for a scholarship rather than two. The school is always struggling against intensive specialization and endeavouring to give a broad education, but circumstances are against it. If the scholarship examination is on too narrow a basis the school is in a dilemma. It can give a good general education and fail to get the boys to the highly specialized standard of scholarships, or it can specialize in the scholarship subjects pure and simple with the consequent neglect of the general education. This difficulty can only be resolved by a widening of the scholarship examination.

The schools are naturally interested in the methods of marking, but they generally have little information on the subject. At Cambridge it appears as if the aggregate is the main criterion, whilst at Oxford special excellence in one subject is taken into account. There is a great danger in aggregates, for unless the mark scales have been very carefully considered, equal marks may be obtained for two different questions which of themselves are not of comparable value. Mark scales may not differentiate sufficiently between "very good" and "good" answers. This penalizes "very good" answers and thus gives the best chance to the candidate who does a large number of answers of a steady "good" quality. It would appear wise to give an alpha mark for any specially brilliant answer in addition to the marks given for the question, and these alpha marks should be taken into consideration as well as the aggregate when the scholars are elected. The aggregate indicates a good level of general competence, but the alpha mark would indicate distinguished work in parts of the examination.

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The method of awarding scholarships by means of the Higher School Certificate is unsound as the Higher School Certificate papers are at present constituted. The papers are serving two purposes, qualifying and competitive, and the result is that they do not give the full opportunity to the very able candidate, while they penalize the pedestrian candidate. In many cases boys who have obviously improved a great deal fail to show this improvement in their marks on their second entry for the Higher School Certificate. This fact is enough in itself to show that the Higher School Certificate is not a good instrument for selecting scholars.

There are some minor points in connexion with scholarship examinations which appear open to criticism. Unless the number of scholarships for each subject is distinctly stated, it appears to the schools that a certain amount of haggling or bargaining may take place in deciding whether a scholarship should be awarded for, say, science, or for history. It may be that the college authority with the strongest personality may get a scholarship for his candidate who may be intellectually inferior to a candidate in another subject. For that reason, it would appear better to ear-mark a number of scholarships for each subject and keep, in addition, a small batch of scholarships which can be allotted to any subject in which the entry for that year is particularly strong.

Again, if the boy's choice of a college in any way increases or diminishes his chance of a scholarship, it operates unfairly. If, on the other hand, it does not affect his chances of a scholarship, there seems no reason for insisting on a boy making a choice of a college before the examination.

A general examination could then be held, and the college authorities would arrange amongst themselves the allocation of the best candidates. In these days few boys are concerned with getting to a particular college. Their main concern is to get a scholarship. The scholarship examination is in a strong position because it has so many able candidates from which to select and, no doubt, the scholars selected do justify their election in their later careers. The interesting question is whether some of those who have missed scholarships would not have done just as well. Anything which would ensure that as perfect a selection as possible is made, is a matter of great importance to the schools and to the candidates and to the colleges themselves. Winning a scholarship is now such a mark of distinction that it is a matter of national importance that the instrument of selection should be as perfect as possible.

The present method on the whole justifies itself, but some minor improvements as suggested above might make the scholarship examination an even more perfect machine for selecting the very ablest boys in the schools of the country.

Higher Schools and Specialization

By A. LEA PERKINS, M.A., Sixth Form Master, Science Side, Varndean School, Brighton

THE proposal of one of the University School Examination Boards to remodel its Higher School Examination, brings into the arena of administrative policy an inevitably contentious topic. This is the function, form, and quality of specialization in secondary schools. As a subject it has important vocational as well as philosophical bearings. It revives the easily recurring controversy about the relative value of theoretical foundations and practical experience. It also leads us back over old battle-fields, torn up in the uncertain triangular struggle between classical studies, modern literature, and natural science, for the palladium of cultural efficiency.

For several years, at first incidentally and at intervals, but latterly with set purpose, with insistence, and in the presence of growing sympathetic approval, opinions about the cramping nature of much of the present-day sixth form work have found expression. Real convicting evidence of narrow views, of insecure foundations, or immature thinking, that can without doubt be attributed to an improper devotion to specialized study, generally eludes one's grasp. It is equally difficult to find independent and unimpeachable standards of comparison for judging work from year to year. So our ideas on the character of sixth form work, its improvement or deterioration, its strength or its defects and its trend, are largely based on qualitative impressions only. Beliefs of this nature, not anchored to solid fact, are at the mercy of any strong wind of pronounced opinion, that may confuse them, or drive them into shallow, irrational courses, or disperse them altogether.

As we survey this situation of Higher School procedure under fire, it is well to remember that the community of people engaged in education is as susceptible as any other to the subtle, subconscious urge of mass-suggestion. An illustration of the passive reception given to propaganda is afforded by the anti-Matriculation agitation. The unholy alliance of that popular idol—the Matriculation qualification—with the First School Certificate, morbidly conscious of its tender age, and troubled by the cold reception of a critical world, has been the object of trenchant condemnation. At first, this was listened to with surprise, or mild indifference, or conservative reserve; but now the drift of opinion has set definitely against the continuation of the relationship, and the two will undoubtedly part company. Certain of the arguments advanced on behalf of disruption have seemed to some of us to be unfounded, a trifle illogical, and rather risky jerry-building with ideas. But by repetition and smart appearance they have found favour. One is therefore disposed to examine carefully all arguments for and against specialization, the more so because several cross-currents of interest may make themselves felt.

This anti-Matriculation agitation will prove a very beneficial factor in higher education. One effect of the destined separation will probably be the extension of the school life of the brighter pupils, in order to secure a more distinctive examination qualification than the future bare, drab, First School Certificate badge of honest mediocrity. As a consequence, the large number of persons sitting for Higher School examinations will be substantially increased, the examinations will become better known and understood, and the educational principles of their technique, design, and service will at an early date inevitably undergo revision.

Another perfectly natural and salutary consequence will be the postponement of the test of capability for university work, to just prior to the time when that work commences. In full fellowship with such a change, will take place the expulsion of certain studies of very doubtful Matriculation value, which have edged their way in amongst the elect, under the favour of school or vocational purposes. Further, in accordance with a deep-rooted scholastic tradition, the Matriculation exemption has been granted only to those who have secured a constellation of credits of an approved broad pattern. There does not seem to be any reason why the time-honoured custom should be altered, and so one must expect that the Higher School examination will be called upon to assume the vestments of definite regulation cut, of which the First School examination is in process of being disrobed. All this means that the pressure of circumstances from below, quite apart from the merits or failings of specialization as an educational instrument, will profoundly affect the future fortunes of the Higher School examination.

Dismissing these thoughts from one's mind for a time, the theory and practice of specialization in secondary schools might well be examined. In 1910, advanced instruction of this character was publicly inaugurated, and since the War has been subjected to continual moulding to fit it to the conditions developing in the schools, though the main outlines of its original design have been well preserved. Of course, sixth form work was there before, but growing

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more or less wild, without the care and nourishment of official recognition, yet for all that, a remarkably tenacious and vigorous growth. In point of fact, when the change came, the old actor stepped out on the stage in new clothes, but himself.

Before these advanced courses commence the pupil has undertaken a wide exploration of the whole province of elementary knowledge, and fairly well tested his or her powers of intellectual performance in a considerable variety of studies. In nearly every instance it is possible at this stage to measure both interests and abilities, and so what is more natural or desirable than that these should henceforth receive full recognition. Three kinds of people are shown to exist: (*a*) those who have the memory and power of thought to pursue almost any course of study with equal success; (*b*) those who show marked ability at one or two definite groups of study, and little knowledge or desire with the rest; (*c*) those who possess only a fair general level of attainment, without any peaks or high regions of sustained excellence. The first group provides us with State scholars and other scholarship winners; the second shows distinct promise at particular kinds of specialist work; whilst the third seems definitely unsuited to conduct advanced and intensive speculation in any department of knowledge. The success or failure of any particular school or class at Higher Schools examinations, as they are at present constituted, depends primarily on the distribution of its members in these categories.

So far as theory goes, it is contended here that for groups (*a*) and (*b*) some form of specialization is very desirable at this stage; the question not yet decided is as to how much. For the third group the continuation of a wider spread curriculum, penetrating less far into each study, is—under present conditions—to be preferred. Culturally these folk may suffer, though that is not quite certain; but they will gain much from the maintenance of an unflagging interest in their post-Matriculation work.

Specialization, for those capable of profiting by it, must surely stand or fall, as a discipline. As knowledge, in preparation for university work or vocational competitions, it is valuable, but its cultural virtues supply the sufficient reason for its adoption as educative machinery. One is constantly gathering evidence of the presence of these in the rapid improvement in interest, grasp, and mental initiative, which makes itself apparent in pupils following individual studies intensively. Their command over the technique of the study expands. Every particular province of knowledge has, of necessity, its own technique, and that can only be mastered by means of persistent and prolonged effort. When it has been acquired, it becomes the permanent possession of the student, whether he or she subsequently enters the university or not; and in either case should be looked upon as part of the best preparatory training for life.

Culture, as an educational concept, is used in two or three somewhat different senses. Treated as the cumulative effect on the whole personality, of a long series of mental situations, possessing definite uplifting emotional tone, the magnitude and quality of its appearance depend upon two conditions. In the first place there is the capacity of the student for receiving this kind of influence, generally, as well as in connexion with a particular branch of knowledge. Probably the truth is that every branch of knowledge serves certain people as a channel of inspiration, more surely and completely than any other. At the same time it does seem to some of us that particular studies (*e.g.* Greek literature, and perhaps biology) afford more opportunities than the rest for feeling that satisfaction, awe, wonder, admiration, and love of truth, which bloom as culture. They appear to evoke these feelings with greater force, to contribute more definitely to mental poise, and certainly to offer greater social value; but this may be fancy, due to the deficiencies of the observer. It is safer to say that all studies have their own peculiar cultural value.

In the second place, there is the mode of presentation, by book or lecture or practical instruction, and also, which is much more important, the personality of the teacher. When these exist in the best form, not even the fears and weariness produced by an approaching examination will lessen the benefits derived from cultural tone.

All this means that each of the three groups of post-Matriculation people specified may reap many cultural advantages from their two years of work, whether they take up a highly specialized course or not.

A survey of the present Higher School examination regulations of the eight university boards reveals a number of features of interest which affect this discussion. Treated as a whole, they show considerable resemblance in main outline, with important variations in details. Commencing as programmes for unifocal specialization, they have undergone modifications in greater or less degree, to suit the needs of schools and students; and this readiness to accommodate the regulations to meet prevailing conditions leaves traces all over the prospectuses. In all of them, mathematics and classics are provided for as specialist studies, reserved for people possessing real natural gifts and ample opportunities. They all present a group of modern studies and one of sciences, with small variations in the selection of subjects in each group.

They differ with regard to the requirements for obtaining a certificate. Bristol requires a pass in three main subjects, or two main and two subsidiary subjects. The three main subjects may be taken from either of the two non-specialist groups; and if only two main subjects be chosen, provided they belong to one group, the two subsidiary studies may be picked freely.

London requires (with a reservation) three main subjects chosen from one group. It also has an additional group consisting of economics, geography, economic history, and commercial languages, suitable for persons intending to enter commerce, or to proceed to a university for a commerce or economics degree. London candidates may offer up to five principal or additional or subsidiary subjects, provided (except for Group C, mathematics) three are principal subjects in one group. The majority of candidates offer either four principal subjects, or three of these and one additional subject, the latter usually being included in order to secure the coveted exemption from London Inter Arts or Science.

The Durham scheme is much like that of Bristol; but the University Board will consent to each of the three principal subjects coming from separate groups.

The Northern Universities Joint Board requires three principal or two principal subjects, with two subsidiaries. Like Bristol and Durham it sanctions bifocal specialization, as well as that of unifocal order. Its set of subsidiary studies can be drawn upon freely, up to the maximum number of subjects allowed.

The Oxford Delegacy requires a pass in two principal subjects of one group, together with the attainment of a definite, though lower, standard in another subject of that group, or else a pass in any one of twenty subsidiary subjects. It is possible to offer five subjects, if three are subsidiary ones.

The Cambridge Board requires each candidate to pass an English essay test, and also to pass in two principal subjects of a group, and, in addition, to pass in a third principal subject chosen freely, or else in a subsidiary subject. A lower standard in the third principal subject will be accepted for a pass.

The Central Welsh Board arranges its groups somewhat differently from the rest. It requires a pass in each of two principal subjects in one group, as well as a pass (on a lower standard) in a third study chosen anywhere. A pass is also required in the examination taken as a whole.

The Oxford and Cambridge Joint Board examination is the most specialist of all in character. A pass in two subjects (or one double-barrelled one, *e.g.* French with history) of one group together with a pass in a subsidiary study, is necessary for a certificate.

Another difference in the examinations is in the extent, and consequently searching quality, of the test applied. A

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few examples can be given. London sets two three-hour papers in French ; the Oxford and Cambridge Joint Board gives four of two or two and a half hours' duration ; whilst the Cambridge Board sets four of two and a half hours each. Oxford has four three-hour papers (one optional) in history ; the Northern Board sets two. Cambridge gives four two and a half hour papers in English ; the Northern Board sets two of three hours.

Again, it is believed that there is considerable difference in the standard demanded for a pass by the various boards, in individual principal and subsidiary subjects. There are also variations in the content of syllabuses, in the type of question set, and in the marking schemes composed for adjudging the work.

The range of the percentage of passes for the eight boards is not particularly wide, but sufficiently so to attract attention. To take one year as an example : in 1933 it was from 61·6 to 77·1 (with average of 69·9) for boys, and from 57·5 to 81·1 for girls (with average of 65·7).

The tables presented here show the number of candidates who sat in each year for one or other of the eight examinations, the number of passes, and also the number of persons known to have proceeded in each year from secondary schools to universities or university training departments. They are taken from Board of Education Reports.

Year	*Number who sat for Higher School Certificate*	*Number who passed Higher School Certificate*	*Number known to have entered a University or University Training Dept.*
1927–8	8,179	5,441	3,567
1928–9	8,670	6,067	3,434
1929–30	9,089	6,061	3,829
1930–1	9,589	6,660	3,602
1931–2	11,016	7,408	3,792
1932–3	12,350	8,275	4,040
1933–4	12,983	8,675	4,228

Noteworthy features are (1) the increase in the number of candidates ; (2) the steadiness in the percentage of passes ; (3) the large and increasing number of persons who sit for Higher Schools, and do not enter a university. About one-third of the candidates fail to obtain a certificate. If, however, one takes from the total those sitting a second time for scholarship and other purposes, the failures amount to about half the whole number left.

Every one will agree that much good may be derived from a course of study, though it does not end with success at a staged examination. As Thomas Huxley said in a rectorial address sixty years ago, " That which examination, as ordinarily conducted, tests, is simply a man's power of work under stimulus, and his capacity for rapidly and clearly producing that which he has got into his mind." As, however, the world is constituted to-day, examination comparisons are indispensable parts of its machinery for social adjustment, whilst the methods of instruction are shaped to suit examination ends, and examinations themselves have been proved to be very flexible instruments. In these circumstances such a low percentage of passes cannot be passed over lightly ; it is surely much too low.

However, it does not follow that the cause of this excessive number of failures is the unsuitability of specialization for large numbers of pupils between 16 and 18 years of age. In any case, certain other circumstances must be weighed. There is delay in commencing sixth form work, because of misfortunes at the First Examination in one or two subjects ; this sometimes ruins three terms, and overcrowds the other three. Staffing troubles also introduce complications in organizing more advanced studies ; it may be there is no one available to give proper oversight to the work of two or three sixth form pupils ; it may be that a highly qualified beginner is unable to suit his or her methods to the understanding of a mixed group of pupils ; or it may be that school organization makes it necessary to compel students to brigade with subjects at which they show promise, others at which they do not.

Moreover, faults are occasionally to be found in question papers, which may be too difficult, or too closely concerned with portions of the syllabus only. Then ill health, enforced absence from other causes, over-devotion to games, misdirected ambition of parent or pupil, and unwise or unlucky selection for revision all claim their toll.

Mishaps of much the same type constantly occur in connexion with all examinations. Taking the First School Certificate, with its multitude of candidates—which keeps the spread of marks normal and steady—as a standard, we find the number of passes at Higher School Certificate below expectations. This is in spite of the fact that the persons examined are more mature, and also, presumably, selected for their superior grade of mind. One is driven to the conclusion that something is wrong ; the pace is too hot for a fairly large number of the candidates.

This consideration, coupled with the advantages to be gained from making Higher School examinations the instruments of exemption for Matriculation, points to the advisability of reducing the amount of specialization demanded. At the same time experience shows the educational value of this kind of work is so great, that every one possessing the requisite ability should be asked to do some of it. Many of the people included in group (*c*) above will, in all probability, be found capable of doing much good work of more advanced character in a single study.

So it is here advocated that a modified Higher Certificate examination would produce results in every way more satisfactory. This might mean that every candidate would offer *one* subject to the same standard as at present required ; two might be offered if desired, but no more. In addition, each candidate would offer a sufficient number of less advanced studies, to make a total of four. All these taken together would be required to display an approved Matriculation pattern. If any person failed to reach the required level in a less advanced subject, but attained a higher than normal level in the special subject, he or she might receive the Certificate with all the exemptions it might carry.

In addition, there should be a general paper of an obligatory nature. It would test knowledge of musical appreciation, modern art, present-day social, economic, and international problems, and other similar and equally practical subjects of thought. Education is for life, and people of 18 ought to possess definite ideas about its elements, if they are going to be competent citizens of a complicated and rapidly advancing world. Difficulties regarding composition of syllabus and question papers obviously exist, but they can be surmounted.

Men of affairs find fault with present-day education as too academic. Would not an examination which took cognizance, in this way, of the fundamental issues of everyday life, win considerable respect in the public view ? A repute, enhanced in that way, seems to be just now a real need in connexion with Higher School Certificate.

Do not let us allow, however, this last contention to obscure the main issue—that every sixth form student should pursue at least one subject as far as circumstances permit. In the evolution of personality this vital training reminds us of the finest address on education—and the shortest—ever uttered. It was spoken by an English king on the field of battle. " Let the boy *win* his spurs ; and the day will be *his !* " This superb contribution from the ethics of chivalry unfailingly appeals to our modern youth. They may or may not really have the ability to do the thing we ask. Put it to them in that way ; and they *will*.

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The Teaching of Religious Knowledge in the Sixth Form

By G. MACK, M.A., Municipal Secondary School, Bury

DISCUSSION on the teaching of religious knowledge in schools still wages and, although there are not wanting bold spirits who would refuse its inclusion in the curriculum, the concensus of opinion seems to admit that its claims cannot be denied. Headmasters who assert that they do not wish to usurp the functions of the Church may be suspected of false modesty, for it is recognized that the subject has often been the *bête noire* of headmasters and assistants alike. Happy was the headmaster who could count a cleric on his staff, for then the obvious thing was to turn it over to him, and the sigh of relief from the headmaster's study was generally re-echoed in the staff common room. Now, except in the older grammar schools, the parson is disappearing from the common room, and a worthy substitute has not yet been found.

One protest of the headmasters, that religious knowledge is a specialist's subject, and that the modern staff is one composed of specialists who have not been chosen on their ability to teach religious knowledge, has never been granted sufficient attention. Nevertheless, this difficulty is a real one and particularly in the teaching of the sixth form.

Lower down in the school the very immaturity of the pupils emboldens occasional members of the staff if not to volunteer, at least to accept without protest, the teaching of religious knowledge for one or two periods. It is usual, however, for the teacher to assure the headmaster that, for preparation, he will be able to spare little time from his own particular Latin or mathematics. Faced with a sixth form which may include several post-Higher Certificate members, few teachers will volunteer for the task.

Many schools have approached the subject in a variety of ways and the following, which represents a scheme worked out and practised by the writer, may interest those who are still questing for a suitable course.

To begin, the title of Religious Knowledge was deliberate: a teaching of the Scriptures was felt to be too general, and mere textual criticism was not the aim which, in effect, was the presentation of the general tenets of Christianity.

Certain difficulties had to be faced: 1. The teacher was not in Orders and did not pretend to see the problems of religion from the angle of the theologian. 2. The class was composed of Anglicans and Nonconformists so the work was to be non-sectarian.

Certain postulates must be given: 1. It was felt that there was an inner core to the subject that could be *taught*; that it could be approached by a teaching technique as any other subject. 2. The Bible was to be the basis since it has formed an integral part of national religious life. The purely literary appeal of the Authorized Version was recognized, but this had been dealt with earlier in the school course in English literature.

The course was to cover three terms of one period per week, but the syllabus was to be sufficiently broad to allow of sections to be more fully developed in a second year. Hence, the matter set out below should be regarded as the substance of two years' work.

Again, of the terms only one was devoted to the study of the Old Testament, while the remaining two were taken up with the New Testament. All readings were illustrations of the subject matter of the lessons: the course was not a "Bible study" course.

The position of fundamentalism was not accepted, but the aim was to present the intellectual and spiritual appeal of religion. Boys on going out into the world encounter superficial criticisms of religion, and it was hoped that these lessons might give some organized knowledge on which to answer these criticisms. The following is an outline of one term's work:

Old Testament.

Lessons 1 and 2. The importance of the Bible and the Old Testament in our national religious life. The issues at stake in the Reformation. The translators and the Authorized Version. The influence of Milton, Hooker, Bunyan. Puritanism and the New England Colonies. The Canon and Law of the Hebrews. The Apocrypha.

Lessons 3 and 4. The Pentateuch. A historical survey and an examination of the sources J, E, D, P. Illustrative readings of the text accompanied this examination.

Lessons 5 and 6. The Creation. Some attempt was made to acquaint the class with the methods of textual research, and full use was made of *The Times* for accounts of excavations then in process. Stories of the Creation in Hebrew and Byzantine folklore and mythology were perused.

Lesson 7. The Laws. Exodus. Leviticus. Numbers. Moses and the Commandments. Here extra time was given to a discussion on the "fixed law" in ethics. From an adult point of view the discussion was superficial, but it was instructive to the teacher.

Lessons 8 and 9. Isaiah. The Prophets and Jeremiah. The discarding of the anthropological idea of God in the process of religious evolution. (In the second year of the course much more time was given to this, particularly to examining the idea of the localization of God and identity with the tribe.)

Lessons 10 and 11. Job. Hebraism and the doctrine of Divine Retribution. (The reading of H. G. Wells's *Undying Fire* was found to be very helpful.)

Lesson 12. A discussion of the literary form of Job. (All members of the class were familiar with the form of Greek Drama and all had studied Milton's *Samson Agonistes*.)

New Testament.

In dealing with the subject matter of the New Testament, one text was isolated for detailed study, St. John, and use was made of the Authorized Version and R. F. Weymouth's *New Testament in Modern Speech*. The scheme below represents the matter covered in two years, *i.e.* in about four terms. The depth of treatment varied, of course, with the personnel of the form from year to year.

1. (Generally covered in one lesson.) Growth of Christianity. Political situation of the ancient world. The three contributions: (*a*) Greek, (*b*) Hebrew, (*c*) Roman.

2. Speculative thought before Christianity. Religion identified with natural forces. Primitive man's reverence for "Life Force" illustrated from Classical and Norse literatures. Decay of organized religion in Greek states and rise of philosophy. Philosophy defined as the means of knowledge by which we interpret experience, *i.e.* the world of matter and ideas and the aspirations of the soul.

3. Greek Thought—The Problem of Knowledge. A brief review of Greek thinkers: Thales, Anaximander, Anaximenes, Heraclitus, Socrates, Plato, Pythagoras. Plato—ideas and soul—some time devoted to theory of ideas so that class may better comprehend the later conception of unity. Platonic soul—link between unchanging world of ideas and inferior world of physical experience. The soul as the cause of movement and change in the physical world. Plato's hierarchy of matter and form. The good, wise, and beautiful. Distinction between Christian and Platonic conception of the soul. Aristotle's Forms.

Conclusion.

Greeks, in quest of knowledge or assurance of the possibility of knowledge, forced to accept a first cause. Christians find knowledge assured through God who has certain attributes recognized in Plato, *i.e.* good, wise, beautiful.

(*Continued on page* 370)

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4. Stoics and Epicureans. Philosophy identified with ethics. Comparison of Stoics and Christians, *e.g.* many parallels in writings of Seneca and St. Paul.

5. Rise of Christianity in the religious thought of the world.

(i) Principle of Mediation. The Christian aims at fulfilling the moral law not by his own strength but by the grace of another. The principle of mediation not particular to Christians, but only for them does the Saviour come in the flesh. The principle in Plato (Timaeus) Augustine's Confessiones. A comparison made between the Platonists and St. John's "word" becoming "flesh."

(ii) Christian conception of individual responsibility. Experience for the Christian is experience of a personal intercourse with a personal God. The Christian is not left to speculate on the character of God because he has the Life and Teaching of the Saviour. The Christian has intercourse with Jesus through service to other men (Matthew xxv. 40). Hence the necessity of "social service" and membership of the Church or the "Christian Community."

(iii) Concept of the Trinity. It was stressed on the class that the full spiritual significance of the Trinity would be best understood by personal reference to their respective clergy and that here we were discussing only the intellectual aspects of the concept.

The appearance of the concept in Greek thought was examined: Plato recognizes a Trinity—(1) The spiritual or divine principle which is manifested in the world. (2) The world of ideas or eternal natures. (3) The soul which gives unity to the world. Plotinus investigates this problem: The first member of the Trinity is God in the fullest sense. The second and third are emanations of God and through them the Godhead influences the world, *i.e.* gives order and beauty to the world.

Christianity recognizes the Trinity as: (1) The Godhead; (2) Jesus, the mediator; (3) The Spirit which is active in the life of the Christian Church.

The importance of the Trinity to the Christian Church can be stated: (1) It is possible to conceive of God, not as a bare unity but as a unity of distinct elements. (2) Every one can seek communion with God through the Spirit which joins all members of the Christian fellowship. It is not necessary to be a great theologian to be in contact with God. (3) In the human life of Jesus, Godhead is in direct contact with the material world in which we live and die.

6. Life of Christ. Throughout the course the text of St. John was used. Perhaps something was lost in passing over the other gospels, but the aim of the course was not the examination of the different testimonies and the time available did not allow of its inclusion. It was presumed that the boys would have to encounter the attacks of superficial materialists, so time was given to the discussion of those points most frequently raised. Many boys in this form had already gained the Higher Certificate, and nearly all were acquainted with the outstanding names in the history of physics and mathematics; hence, much could be dealt with that is generally beyond the grasp of an arts or classical sixth. The following are the three points discussed:

(i) The Virgin Birth. Here a brief outline of the development and decline of the materialist attitude was given, for the boys were well aware of the great changes in the scientific outlook from the days of Newton to the modern conception of physics as an empirical science. The importance of the modern sciences of genetics and physiology was stressed, and the discussion finished with the conclusion that the intelligent man was not immediately repulsed by facts outside physical experience.

(ii) The Miracles. If they chose to regard them as purely symbolic, the boys were urged to seek the help of their respective pastors. However, an interesting discussion was held on the subjects of Faith and Suggestion. Many boys were not only familiar with the work of Mesmer, Coué, &c., but recognized the evidence of "faith-healing" in the work of St. Paul.

(iii) Personal Immortality. For the young there must always be difficulty in reconciling a belief in an altruistic God with the fact that life can be lived in poverty, suffering, and squalor. However, there was no difficulty in accepting the Christian beliefs: (1) That there is an inner, spiritual state transcending the facts of experience. (2) That the true realization of the soul is in an after life.

All these discussions were highly successful, and there was little evidence of that indifference which is so often brought against the modern boy. In point of fact, the contrary was true; the boys showed themselves both unbiassed and interested.

7. Ethical teaching of Jesus. The Sermon on the Mount was examined and contrasted with other teachings, *e.g.* Mohammedanism. The movement of history reveals a constant trend of reform and emancipation to the conception of world peace. All this in line with the teaching of Jesus. Hence, the Christian can go forward with modern progress, confident in a religious basis for his aspiration for the fuller life.

It is not claimed that the foregoing scheme is perfect in any way, and that it is ambitious, is not denied. Nevertheless, it succeeded in its primary aim; it did stimulate the interest of the class. Many who now affect concern for the fact that the modern youth is careless and indifferent towards matters of religion forget that he is more closely in touch with, and more keenly aware of, the problems and difficulties of his age, than were his predecessors to theirs. Scripture lessons and Divinity lectures such as many of us knew them are of little value to-day, if, indeed, they ever had any value. In the past it was rare to meet any lay teacher of the subject who was keen on his task or any class that was not openly bored.

If the clerics are convinced that the teaching of religious knowledge is as much the task of schoolmasters as of priests, then it must be left to the schoolmasters to approach the subject in their own way. This can only be by the intellectual approach for the man who spends his days in stimulating the critical faculty in form room and laboratory feels ill at ease if he attempts to climb into the pulpit.

Finally, it cannot be denied that the clerics are justified in urging the inclusion of the subject in the school. All boys can be reached in the lesson period, whereas it must be admitted that many senior boys in the day schools do not attend church, and many parents regard this with indifference.

Messrs. W. & G. Foyle, Ltd., 119 Charing Cross Road, London, W.C. 2, have forwarded a copy of their catalogue of German Books, new and second-hand. The catalogue runs to thirty-six pages and includes books on all subjects, including a special section "Books by Authors Banned in Germany."

* * *

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Foreign and Dominion Notes

GERMANY

Transformation.

After three years of valued service, followed by a temporary cessation of activities (for reasons undivulged), the old quarterly, *International Education Review*, reappears as a bi-monthly, in a slightly changed format, with a new publisher (Weidmann, Berlin), a new German editor—Dr. Baeumler, Professor of Philosophy and Political Pedagogy in Berlin University, succeeding Dr. Schneider—and with a much deeper tinge (as it seems to us) of *National-sozialismus*. (The subscription price, 12 marks, remains the same.) The American Editor, Dr. Paul Monroe, Professor of Education in Columbia University, New York, remains at his post and contributes a short introduction—from which we quote: "All friends of international understanding will welcome this first issue of the new magazine. In these days of social agitation and political change, stress is being laid more than ever before upon the importance of education from the nationalistic point of view . . . and of greater understanding between the educators of the various nationalistic groups. As in the field of politics sound internationalism can only be based upon sound nationalism, so in education significant international relations can be built only upon more significant national education. . . . It is the suggestions of teachers in relation to their own social settings that form the fruitful source of new experiences to those interested in international educational relations."

The new German Editor also makes his bow—a little more stiffly. Culture, he points out, is rooted in tradition and safeguarded by education, and when tradition breaks down, as it has done to-day, there follows an educational crisis. We are now experiencing more than the age-long opposition between youth and age, for we are face to face with the doubt whether the existing social order will be able to win and prepare youth for its duty to the future. . . . Hence the immense importance of all new movements in education. In times of social unrest such as the present, the educational field becomes the testing-ground of a new spirit. To make that ground world-wide, to keep vigilant watch over it, and to contribute helpfully to what is done, is, he concludes, the great task the *Review* has set itself. Reichsminister of Education, Herr Rust, follows with an official blessing—in German, English, and French: "It is my heartfelt wish that this *Review* may further the scientific and practical endeavours of all nations for the education of their youth—their richest possession. . . . The need for reviewing and testing existing methods is not felt by Germany alone, but by many other nations. A *Review* determined to serve this need fulfils at the same time the high task of creating a clear understanding between nations in this important intellectual and spiritual domain."

A Grain of Good.

Among the chief contents of the *Review* are the following topical articles: The End of the Old Style (*normativen*) Pedagogy, by Prof. Holfelder—explaining how the New Style is based on concrete practical activities, no longer on vague scientific theory; The German Country Year (*Landjahr*), by Director Fritzsche—an attractive presentment of the methods of the compulsory post-primary labour-year on the land; a far-reaching social experiment, which, despite our impatience with the errors of National Socialism, and our detestation of its cruelties, we may still (in theory) warmly approve; The Dialectics of Europe, by the German editor—a criticism of a recent address in Berlin University by the famous French writer, Jules Romains, on the historical interplay in Europe between the Latin and Germanic cultural elements; Social Education in Germany (in English) by Dr. Theodor Wilhelm—to which we return below; and, lastly, Education in the Roosevelt New Deal (in English), by Prof. Norton, of Columbia University, New York—a striking contribution, to which we hope to return next month.

A New Role for "Blues."

Dr. Wilhelm's informative article is the final chapter of his recent book, *Germany as it Really Is*, and is here included, the Editor tells us, "in the belief that the frank words of one of the younger generation of Germans will interest our Anglo-Saxon readers." They will. We therefore quote as freely as space allows: "Nothing is more false than to find a lurking militarism in every group of marching young men in Germany. Marching is for us the expression of the unity of the nation. Every people gains unity in its own way; the English in celebrating the victory of the team of 'Blues'(!); the French in becoming intoxicated with the idea of safety; the American in going to the elections. But the German form has for centuries been marching men. This we call *soldatisch*, meaning something fundamentally different from military. Scarcely any other language recognizes this difference. *Soldatisch* is constantly translated 'militaristic,' with the result that a spiritual and social process relating only to Germany becomes of importance in foreign politics. *Soldatisch* has always been the purest expression of national unity. It awakens the best and noblest powers in the individual citizen, and is the key to the new German educational system. We ask people of goodwill in foreign countries to pay somewhat more attention to this characteristic." Dr. Wilhelm sums up the effects of "Socialistic education" in the primary school as changes in curriculum, the country year, and teacher-preparation reform. "The language and history of the German people, and a thorough knowledge of the geological background and the physical contour of the country are fundamental. Such study best reveals the soul and the religious attitude of the country. As part of the greater attention to physical training, the sport of finding the trail in wood and field is now compulsory. Also the teaching of race and eugenics. Every boy and girl is to realize that carelessness has direct consequences for the whole people. . . . But training of body and soul cannot take effect within four walls. Sitting in a school-room makes the soul empty, cripples the body, and lessens physical and spiritual elasticity. Natural training must be according to nature by means of movement and discipline." Hence the Country Year, and 200,000 children migrating from the city to "the world of the farmer."

Finally: "In the National Socialist School there is no room for a teacher who knows merely book-training and examinations. He must have gone through the fire of the camp and work-service. He must be educated not only in the city, but in the country. He too will draw power from his native earth. The transfer of several Prussian teachers' colleges to the country is a sign of this aim. These and similar measures will remove the dry, merely intellectual teacher, who is not a full human being. . . . National Socialism has significance for the whole of Europe. It is an attempt to educate the nation to a way of life which is beyond that of Marxism, as well as that of bourgeois capitalism. The road is full of difficulties. Everything depends on what form German education finally takes. Much in the training of our youth is still unfinished or unadjusted. But our faith does not falter. We trust in the passionate enthusiasm of our people."

EASTER CONGRESSES IN IRELAND.—The Irish National Teachers' Association, which is one of the few fortunate links connecting Northern and Southern Ireland, held its usual Congress during Easter week. The most important subjects dealt with were: The Restoration of Irish, The Inspection System, Salary Cuts, Pension Rights, and the Provision of free meals and free books. As a result of protests against the overloading of the programme in the past, other subjects have now been further cut down in order to make more room for the teaching of Irish. Both in the north and south of Ireland there is still dissatisfaction with the inspection system, and the claim was again put forward that the function of inspectors should be to direct and help and not act as spies upon teachers. Teachers certainly have a legitimate grievance in the fact that they alone amongst the employees of the Government have still to bear the "cuts" inflicted under the Temporary Economics Act. Pension rights have been in the main satisfactorily recognized, but in Southern Ireland there is still a number of junior assistant teachers in Convent and Monastery schools who are denied pensions because they retired before the scheme was introduced. The grievance lies in the fact that, while the Northern Government introduced a pension scheme at once, the Free State Government delayed for many years to do so. Thus the delay in granting recognized rights deprived part of the teachers altogether of those rights. The Convention of the Association of Secondary Teachers was held in Galway. The President, Mr. G. D. Daly, probably voiced the opinion of the majority of Irish teachers when he deplored the growing tendency to early specialization. He referred to a public statement of Mr. de Valera's, that, as the universities are tending to become more and more places of specialized training, the task of general culture will fall more upon the secondary schools in the future. He asked also that there should be three examinations held during the secondary school course.

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Personal Paragraphs

MISS E. C. HIGGINS, who has been Principal of the Royal Holloway College, University of London, for twenty-eight years, is retiring at the end of September. Miss Higgins was educated at Edinburgh Ladies' College and Royal Holloway College. She graduated at London with first-class honours in English and was awarded the Gilchrist Medal. In addition, she sat for Moderations and Final Schools at Oxford in mathematics and was placed in Class I in both. She has been an active worker in the Senate of the University of London and its committees since 1911. For some years she has been Chairman of the Matriculation Council, in which capacity her excellent handling of the work of the Council has merited great praise.

* * *

PROF. H. A. S. WORTLEY, who has succeeded the late Principal Hugh Stewart as Principal of University College, Nottingham, has been Professor of Education at the College since 1923. From 1919 to 1923 he was Head of the Teachers' Training Department at Exeter University College. His educational activities have not been confined to College—he is Chairman of the Governing Bodies of two secondary schools (West Bridgford County School and Brincliffe County Secondary School for Girls), and he is a member of the governing body of a number of others. He was one of the founders of the Nottingham University College Secondary Schools' Council, and he is a member of the Executive Committee of the Central Council for School Broadcasting.

* * *

MISS D. M. CUTLER, Second Mistress of Streatham County Secondary School, has been appointed Headmistress of the County School for Girls, Sittingbourne. Miss Cutler was educated at Lewisham Grammar School and Bedford College, London. She graduated at London with 2nd Class Honours in Maths., B.A., in 1916, and has had prior teaching experience at Queen Elizabeth Grammar School, Mansfield, and the County School for Girls, Gravesend.

* * *

PRINCIPAL A. E. MORGAN, of Hull University College, has been appointed a Principal and Vice-Chancellor of McGill University, Montreal, in succession to the late Sir Arthur Currie. Mr. Morgan is a graduate of Trinity College, Dublin, and has been Principal of Hull University College since 1926, when it was constituted. Prior to this, he held appointments as Professor of English at the University of Sheffield and Exeter University College.

* * *

THE appointment, by the President of the Board of Education, of Mr. P. H. Jowett as Principal of the Royal College of Art in succession to Sir William Rothenstein, who retires in August next, will be warmly welcomed. Mr. Jowett is an experienced teacher and as Principal of the London County Council Central School of Arts and Crafts he has gained a great reputation. He is himself an Associate of the Royal College of Art.

* * *

THE report of the death of Prof. H. B. Baker, F.R.S., at the age of 73, will recall to many his school teaching experience at Dulwich College and Alleyn's School, Dulwich. Prof. Baker was an old boy of Manchester Grammar School and Brackenbury Scholar of Balliol College, Oxford. He obtained a first class in Natural Science in 1883 and became demonstrator in Chemistry at Balliol. For seven years he was Head of the Science Department at Dulwich College and for a short period he was Headmaster of Alleyn's School, Dulwich. He then returned to Oxford as Lee's Reader in Chemistry and conducted much valuable research. He was elected F.R.S. in 1902 and was awarded the Davy Medal in 1923. From 1912 to 1932 he was Professor of Chemistry at the Imperial College of Science, and in 1926 was President of the Chemical Society. During the War he rendered great service in devising methods of protection against poison gas.

* * *

THE death of Prof. Thomas Okey, Emeritus Professor of Italian at Cambridge, removes a remarkable and interesting personality. His career was a most romantic one. Born in Spitalfields in 1852, he picked up a certain amount of education at National and night schools in Bethnal Green. Later he attended the Working Men's College. He became an apprentice in the basket-making trade, and practised this until he was over 40. But by 1892 he knew enough Italian to teach the subject at Toynbee Hall, and he held a post there for nine years. In 1918 he became assistant examiner in Italian to the Civil Service Commission, and his appointment as Professor of Italian at Cambridge soon followed, with a fellowship in 1920. He became more widely known to the general public some four years ago when he published the delightful volume of reminiscences called *A Basketful of Memories*, though he had also written many other works. Whitechapel and Cambridge will honour his memory.

* * *

MR. JOHN JONES, well known to all old students of the City and Guilds Engineering College, died on May 11 last. His funeral took place at Barnes parish church on May 15. Starting from humble beginnings, he rose to be the Registrar of the College for over twenty years. The interest he took in each student, and his kindliness of heart, will be long remembered. His work and personality helped in no small degree to the eminence the College has acquired in the scientific world.

ONLOOKER.

Correspondence

BIBLE KNOWLEDGE

The headmistress of a secondary school was telling a class of 12-year-old girls the story of Holy Week and had to postpone the end till the next lesson, when the class exclaimed: "Oh! do go on. What happened next? Did He get off?" This ignorance of the Bible story bears out what a well-known coach told us recently. He has boys from all public schools, but when he makes a reference to any scriptural event or saying, such as: "He is like Jehu, the son of Nimshi," or "What are these among so many?" he is met with blank looks.

This lessening of Bible teaching is the cause of much of the weakness in essay writing. Did not Sir Arthur Quiller-Couch say that no one could write good English prose without having a sound knowledge of the Authorized Version? In Victorian times it was a favourite penalty for any Sunday breach of conduct to be told to find out where the word "its" occurs in the Bible. It occurs only once, and luckily it is not too far from the beginning—in Leviticus. Rarely did a culprit forget it during the rest of his life.

DE V. PAYEN-PAYNE.

BOARDING OR DAY SCHOOL?

Mr. Justice Swift, who was educated at Liverpool, asked Sir William Jowitt, K.C., who was at Marlborough, recently in court, whether it was better to send a boy to a boarding or day school. Sir William is reported to have replied that he would send a boy to a boarding school, but that if the boy did not like it he would remove him. The question is not quite so simple as that. The chief point is the type of home the boy comes from. If his parents are fashionable folk who keep open house and whose lives are full of distractions, it is evident that a boarding school

(*Continued on page* 378)

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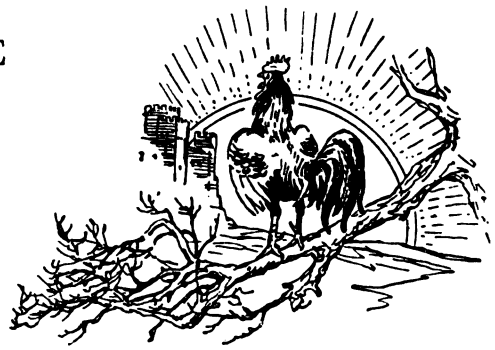

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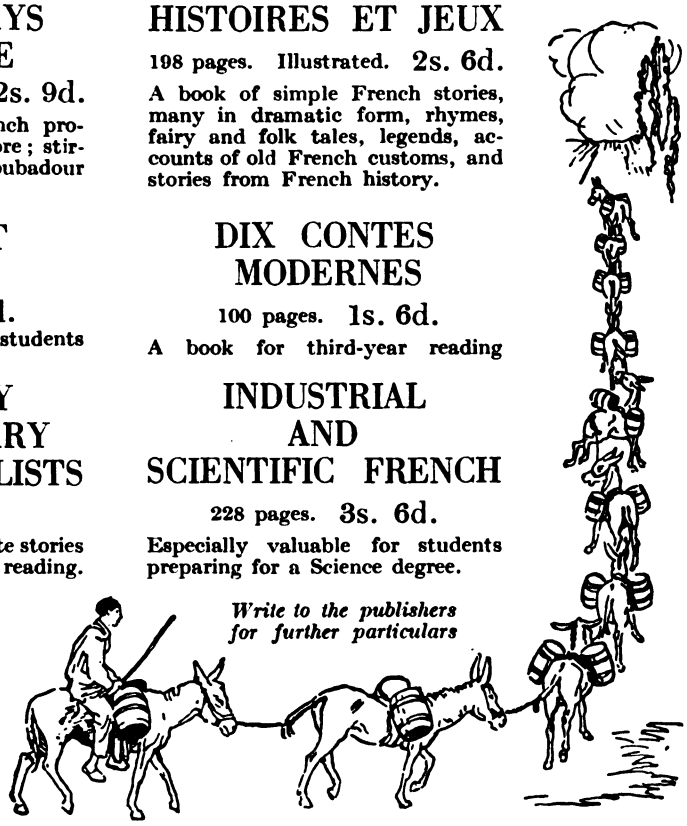

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is indicated. If on the other hand, the father is of a studious nature, and more, if the mother is not a fusser and likely to interfere with his home-work, it is usually preferable for the boy to attend a sound day-school. He will be encouraged in his work and his father can talk to his headmaster with knowledge of his son's difficulties. This is almost impossible at a large boarding school since the boy has forgotten what his difficulties were when he returns for the holidays. So, as a general rule, the sons of clergymen, teachers, and other professional men do better at day schools. These schools are obtaining more and more open scholarships at Oxford and Cambridge.

PARENT.

GEOGRAPHY AND PUBLIC SCHOOLS

I have in front of me the Scholarship Entrance examination papers of some of our leading public schools, and note that in several cases no geography questions are set, and in others that only one or two questions appear. Surely a country which is the motherland of a vast Empire flung over all the world, and which in financial matters and trade has a finger in most pies, cannot afford to neglect the teaching of geography in all its wide senses.

It is perfectly true to say that the teaching of Latin, French, mathematics, and English is important, but I claim that in these days the conditions of the world require that our public schools should pay equal attention to the knowledge of geography—to which I attach modern historical and political events.

The other day I put the following question to one of our leaders in education: "Why do you not set a paper on geography for your scholarship candidates?" His reply was: "We do set one or two questions in a combined history and geography paper." I asked him how he could tell from this whether a boy knew much geography, and he said he could tell from the answers whether a boy was of a scholarship standard or not. This is probably true, but it does not foster the need of the preparatory schools to teach geography efficiently, nor does it bring to the public schools as scholars, boys who have acquired good geographical knowledge.

Further, I gather that at many public schools geography is not treated as an important subject, so that if boys have learned little at their preparatory schools they will probably leave their public schools knowing very little about the world, which to my mind is a great drawback to young men who may, shortly after leaving school, have to shoulder responsible positions abroad in the Services or in business.

From eight years' experience in correcting Common Entrance and other geography papers, and teaching it in a school where this subject was treated with the utmost keenness by all, I feel that the average preparatory schoolboy has very little knowledge in geography when he goes to his public school. Unless, then, the public school takes interest in the teaching of this subject, the young man of 18 cannot be expected to read the newspapers intelligently.

Further, democratic government is likely to fail if the people so ruled are lacking in general knowledge and culture. It appears to me that the easiest way to educate the mass of the people is by teaching in our schools a knowledge of the world and the different peoples who live in it.

A classical education is a great brain stimulator, but democracy, as a whole, cannot climb to these heights, and in any case, does a classical education produce a knowledge of world affairs? What this democracy of ours needs, is an unselfish understanding of modern world conditions, both at home and abroad. Surely such an understanding is easiest produced via the geography room—under modern methods.

G. E. H. HOUSE.

The Hall School, Hampstead, N.W. 3.

The Scarborough Conference of the National Union of Teachers

THE sixty-fifth Annual Conference of the National Union of Teachers, held at Scarborough during Easter, was the third held in the town by the Union, the first being in 1906, when there was an annual subscription of 7s., and a membership of 60,938; at the second, in 1924, the annual subscription was two guineas, and the membership 112,030; while the last represented more than 150,000 members paying an annual subscription of one guinea.

THE KEYNOTE OF THE CONFERENCE

The presidential address of Mr. Brown had a very cordial reception, not only on account of its perfect delivery and literary style, but also because it held closely to the realities of education—though sight was never lost of the ideal. "Education," he said, "can progress only so far and so fast as public opinion permits." In advocating an educated democracy which would legislate for industry, commerce, health, and the common good, Mr. Brown reminded Conference that dictatorships are established not by majorities but by minorities. Rather than a a policy of adjusting the next generation to the needs of the present he suggested a form of education which would give each generation the ability to face new issues in new ways. Opposing the fostering of class distinctions, he advocated that all schools should be supported by the State. Claiming a "new deal" for education, Mr. Brown emphasized the conception of secondary education of many types with no artificial distinctions between primary and secondary, though he believed there was no need for any radical alteration of the curriculum of the primary school. The minimum requirements were modern school buildings with adequate amenities, smaller classes, restoration of special building grants, ample playing fields, and the extension of the school life to 15 years at least.

CHANGES IN THE EXECUTIVE

The election of Mr. Dan Edwards, of Port Talbot, as Vice-President of the Union gives Wales its third holder of this office, the last being Mr. W. G. Cove, M.P. Mr. Edwards is a class-teacher of considerable executive experience. His conduct of Conference during the temporary indisposition of the President created a very favourable impression. Mr. Penlington, an ex-President, succeeds Mr. Bentcliff as Honorary Treasurer of the Union, while Mr. Bouch (Cumberland), Mr. Conway (Lancashire), and Miss Phillips, of Avery Hill Training College, are new members of the Executive. Important decisions taken by the present and last Conferences will have the effect of restricting membership of the Executive to teachers actually engaged in the work of the schools, all superannuated teachers being ineligible for election. One result of this action may be in due course an increase in the personnel of the administrative staff of the Union in view of the limited allowance of time which acting teachers can take from their school duties.

THE SCHOOL AGE AND CHILD LABOUR

In urging the immediate raising of the school leaving age to 15 years, Conference made it perfectly clear that a higher age was nearer its heart. But the prospect of an agreed solution had a direct influence in moulding this decision, and many influential representatives at Scarborough hold the belief that the next Conference at Southport will find the leaving age of 15 years in actual operation. With regard to the employment of school children, a strong expression of opinion was recorded in favour of its total prohibition. Mr. J. W. Lawton, of Barrow-in-Furness, a Borough which has given a lead to the country in this respect, had little difficulty in securing the approval of Conference for this necessary reform.

LARGE CLASSES AND DEFECTIVE SCHOOLS

Considerable time was devoted to the allied evils of crowded classes and defective school buildings. The fallacy of training teachers for unemployment when thousands of classes of fifty children existed was emphasized strongly; and Mrs. Williams, a member of the Lancashire Education Authority, quoted the case of schools where two or three large classes were being taught in one room, and where additional teachers could not be allowed because there was not sufficient space in such schools for them. On the professional side, attention was directed to the growing burden of duties extraneous to those of teaching, and which are encroaching more and more upon the hours of school instruction. A plea for some measure of earlier optional retirement from teaching duties was made and received considerable support.

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Prize Competitions

The winner of the May Competition is "Itzehoe," *proxime accessit* "Emjay."

Will "Borderer," the winner of the April Competition, kindly send name and address?

We classify the sixty-five versions received as follows:

Class I.—Itzehoe, Emjay, Saa, Katty Ann, Ex or, Pheasant, Cunctator, Trina, Chauve-souris, Dante, H. L. R., Winton, Atossa, H. R., Memus, Auburn, Claus, Momus, Silsden, Winter, Marcus, Norah, Borderer, Carth, Paddy, M. J. T., Julie, Strix, Woodlea, Marigold, Piers-Plowman, V. N., Château d'If, Old Trident, Bésigue, G. E. M., Inverarity E. M. C., Chose, Midinette.

Class II.—Erual, Taube, G. E. M. (Pontefract), Carmen, D. A. L. H., A la, R. E., Onyx, Irene Sybil Swift, H. H. T., Yves, Martin, Nautilus, Tyro, Eleanor, D. M. S. R.

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PASSAGE FROM "LE SIX OCTOBRE," BY JULES ROMAINS. (Paris: Flammarion)

Heureux l'enfant de Paris qui court le long de la rue tranquille. Il voit le ciel et la fumée. Le ciel, encore bleu et ensoleillé, dit pourtant que la nuit approche. Il s'appuie aux toits des hangars, et il vient ainsi tout près de vous. Mais du côté de la fumée, il est glorieux, profond, lointain. Ciel très cher, toujours cherché par les yeux, retrouvé de temps en temps, et qui ressemble ce soir à l'idée de l'avenir. Il ne promet rien, mais il contient on ne sait comment toutes sortes de promesses que le coeur d'un enfant de Paris devine. Il lui rappelle certains bonheurs vagues et tenaces qu'il a eus quand il était encore plus petit, encore plus enfant, et qui sont déjà sa mémoire, pendant qu'il court derrière le cerceau, déjà son passé à lui, incomparable et secret. Comme la fumée est belle! Une suite bien régulière de gonflements qui s'enroulent puis s'étalent. Quelque chose comme les nuages magnifiques de l'été, mais avec une volonté, une direction, un souffle; avec l'impression d'une source, et cette cheminée qu'on voit sortir de la ville: comme si la source de nuages, naissant des profondeurs de Paris, était portée là-haut dans le ciel.

Parfois le cerceau prend un élan, se sauve. La pointe du bâton le poursuit, sans parvenir à le toucher. Et il s'incline légèrement, il vire. Il se comporte tout à fait à la façon des bêtes dont la fuite n'est pas longtemps raisonnable. Il faut savoir le rattraper sans trop d'impatience. Sinon, on risque de l'envoyer contre un mur, ou de le coucher à terre. Quand le moment vient de descendre la bordure du trottoir, c'est un plaisir que d'attendre, que de surveiller le petit bond du cerceau. On se dit qu'on a bien affaire à une bête, fine et nerveuse.

TRANSLATED BY "ITZEHOE"

Happy is the Paris child running along the quiet street. He watches the sky and the smoke. The sky, still blue and sunny, tells, however, of approaching night. Low it bends over the roofs of the sheds, and so it comes quite close to one. But where the smoke rises, it is all glorious, deep, and distant. The sky is so dear to the eyes, they look up for it, catching glimpses from time to time, and this evening it seems prophetic. Nothing is exactly promised, yet somehow it offers all sorts of promises guessed at by the heart of a Paris child.

It reminds him of certain vague and unforgettable happinesses that came to him when he was yet smaller and more childish; they already form his memories, and as he runs after his hoop he clings to the thought of his own special past, a Past incomparable and secret, belonging to none other.

How grand the smoke is! How regularly it swells out, rolls up, and spreads away. It is something like magnificent summer clouds, but with a will, an intention, a breath of its own; it makes one think of a bubbling spring, and that chimney rising up out of the town—looks like the source of the clouds born in the depths of Paris and carried up into the sky.

Sometimes the hoop makes a sudden spring and runs away. The tip of the hoop-stick pursues it without succeeding in touching it. Then it sways lightly, it tacks about. It conducts itself exactly like those animals whose flight soon becomes senseless. One must know how to catch it without being too impatient—else there is the risk of sending it against the wall or of knocking it down. When the moment comes for crossing

(*Continued on page* 382)

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the kerbstone, then there is the delight of waiting for, and of superintending the little leap of the hoop. It is quite like dealing with an animal, a nervous, highly-strung animal.

This passage was justly recognized as easy, but it hid a "trap," and we regret to say that the majority of our translators fell into it. *L'enfant de Paris* is an individual and not a generic child. We could understand readers being misled about this point in the earlier part of the extract, but as soon as the boy began to be occupied with his hoop, his individuality was obvious. It is not a *sine quâ non* for every small Parisian to have a hoop. We commend twenty-one readers for their care over this. There may have been more, because over several versions we paused and asked ourselves whether the writer did or did not mean one particular child, but we were forced to pass them over as uncertain; it is not sufficient to know a correct meaning, the writer must make it plain to the reader.

A few minor blemishes occurred more frequently than we could have wished—*end* or even *point of the stick*, instead of *tip* for *la pointe du baton*. "G. E. M." avoided all trouble on this score by omitting *pointe* altogether. *Origin* instead of *spring* or *fountain-head* for *source*. "Château d'If" mistook this passage entirely and put *the impress of a source*; "V. N." similarly has *impress of their origin*. *Se sauve* gave trouble to "G. E. M." and "D. M. S. R.", they both puts *rights itself*.

Another phrase which called for a nice placing of words was *Il lui rappelle certains bonheurs vagues et tenaces*; "Emjay's" *vague but enduring joys* is too specific, and "Winton" calls them *hopes*. We prefer "M. J. T's" *vague but enduring recollections of happiness*; "Chose's" *dim yet clinging memories of certain happy experiences*; "Auburn's" *vague but unforgotten happy times*; and "R. E's" *hazy yet unforgettable happy times*. But "R. E." promptly spoils that by adding *when he ran behind his hoop*, and *the length of the quiet street*, a mistake shared by "Onyx." But we were pleased to see how "Onyx" is maintaining his improvement in the intricacies of French syntax.

We specially commend "A la" for *un souffle, an impulse*. We are aware that not one of the three words alone means just that, but the idea is contained among them.

It was a disappointment to find so many excellent versions ending weakly in *the edge of the pavement* instead of *the kerb*.

"Bésigue" and "Paddy" translated *hangars* as *aerodromes*. This is quite correct, but was not the meaning implicit in this passage. The word existed before the flying age, and means *sheds, outhouses*, and the like. All such renderings we accepted, but would have preferred *warehouses* as more likely to have been the kind of building the child ran past in his quiet street. "Momus" calls them *shanties*, but he must have forgotten that the scene was Paris. The idea given is of buildings sufficiently high for the sky to appear to rest on them. But we greatly admire "Momus's" version and he would have ranked higher but for the curious rendering *ever making discoveries there* for *retrouve de temps en temps*.

There were different opinions about *à la facon des bêtes dont la fuite n'est pas longtemps raisonnable*. We liked "Dante's" *like animals whose flight soon becomes a panic*, but we could not admire renderings like *animals which foolishly run away* ("Woodlea"); *whose flight is not long proved justified* ("Julie"); and we accuse "Silsden" of not reading the original carefully before writing *It behaves like an animal too long and unreasonably chased*.

"Old Trident" is another friend whom we suspect of sometimes taking only half a look at the original; he read *il vient ainsi tout près de vous* as *il vient aussi tout près de vous, it comes also quite near you*.

We are sorry "Verwirrt" was prevented by a misprint from competing recently. We are not quoting it, because our other competitors seem to have recognized it as an error,

(Continued on page 384)

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and they swam over it lightly, so far be it from us to incriminate ourselves. But we wish " Verwirrt " had tried nevertheless. When a regrettable misprint occurs we make a point of not marking down an error caused by our own carelessness.

We must end on a sad note. We have lost a valued competitor, " Nochmals." Readers will remember that we have often quoted her very musical verse translations. She was an old lady ; many years ago she competed in *The Journal*, then she went to China, and after half a lifetime there, she returned to England and joined our numbers again. She was related to two other competitors, " Ekroy " in England, and " Katty Ann " in Barcelona, with whose sorrow we ask to be allowed to express our deep sympathy.

A Prize of Two Guineas is offered for the best translation into English verse of the following poem by Octave Aubert :

LES VIEUX

Lorsque les hommes vont aux champs,
Les vieux demeurent au village
Avec les femmes de grand âge
Et les enfants.

Ils pensent : " Nous sommes grands-pères,
En travaillant beaucoup jadis
Nous avons fait pour nos petits
Des champs prospères."

Maintenant, assis et tremblants,
Assoupis sur le seuil de pierre,
Ils penchent vers la bonne terre
Leurs cheveux blancs.

Le temps fait croître les arbustes.
Vous remplacerez vos parents,
Petits-fils, quand vous serez grands,
Grands et robustes.

Initials, or a nom de guerre, *must be adopted by* ALL *competitors, but the prize-winners, and the competitors awarded the second place, will be required to send real names for publication if necessary.*

No competitor will be awarded a prize more then ONCE *during a given year, though the name of the competitor gaining first place will be published each month.*

All entries for this month's competition, which must be accompanied by the coupon printed on page 357, *must reach the office by the first post on July* 1, 1935, *addressed* " PRIZE EDITOR," The Journal of Education, *Three Ludgate Broadway, London, E.C.* 4.

ESSAY COMPETITION.—To increase interest in modern literature and help children to form the reading habit, the National Book Council is offering to arrange essay competitions, for which it will provide the prizes, in selected schools throughout the country. The competitions are specially designed to give teachers as free a hand as possible, and the prizes are book tokens ranging in value from one to three guineas. Application to take part in the scheme should be made to the National Book Council, 3 Henrietta Street, W.C. 2.

* * *

Messrs. R. Toope & Co., of 15 Cumberland Park, W. 3, have produced the Acton Handy Rack Airer, made of steel and finished in various colours, which will be found very useful. It can be hung on a chair back or shelf-edge, the rubber pads preventing damage, or it can be fixed with screws to walls, cupboard doors, &c. The idea is excellent and the price (1s.) very modest.

* * *

The spring issue of the *Bookmark*, the organ of MESSRS. J. M. DENT & SONS, LTD., prints a crossword puzzle made up largely from references and allusions to Messrs. Dent's books, especially those in Everyman's Library. A book prize is offered for the first correct solution. It is stated that in the recent competition for the selection of twenty books for " Mr. and Mrs. Everyman," 2,000 entries were received ; Shakespeare's Comedies headed the list.

A FRENCH TRIBUTE TO THE ROYAL JUBILEE

Not only in our own isles and colonies was the Jubilee celebrated. M. Georges Jamin, a professor of English in one of the Paris schools for many years and now retired, was induced to write the following sonnet.

JUBILEE LUNCH

Gentiment, vous avez souhaité que je vinsse
Avec vous déjeuner ; et dans un restaurant
Où le Bordeaux pour nous coula surabondant,
Madame, vous m'avez regalé comme un prince.

De sole j'ens d'abord un filet fort peu mince,
Puis un rognon suivit, bien à point, excellent,
Que Brillat Savarin eût trouvé succulent,
Lui qui rendit gourmets Paris et la Province.

Mais dans quel cabaret, morbleu, vous m'entraînâtes !
Robespierre et Danton en sont les dieux pénates ;
Sur chaque assiette est peint le bonnet phrygien !

Nous aussi pour bien rendre à Georges V hommage
Ne penserez-vous pas qu'il eût été plus sage
Que la blancheur des lis égayât le festin ?

6 *Mai*, 1935.

THE MISSING LINE

The well-known Paris paper, *Le Figaro*, recently asked its readers to attempt to fill up the last line of the following verse :

VACANCES

Viens : la nature est là qui t'invite et qui t'ame ;
Viens rêver sur les flots ou sous les peupliers . . .
Mais le décor d'amour est-il jamais le même ?
. . . . . .

A large number of answers were received of which the following appear the most amusing :

Ça dépend des amants, des goûts, des mobiliers.
Yvette Guilbert.

Le plus beau paysage est encor l'oreiller.
M. Jeuch.

Songe à ce qu'il serait sous les mancenilliers.
Bournazel.

Viens ! puisque le concierge est dans les escaliers.
Berthe Ponchon.

Oui : l'Amour prend toujours les coeurs pour escaliers.
R. Mite.

Non ! Suivons les chemins joyeux des écoliers.
H. des Portes.

Il fait trop chaud ! Mieux vaut tenir le chandelier.
Pauline Bourget.

Ma Jeanneton à moi préfère les noyers.
Henriette Bordeaux.

To which of these would our readers award the prize ?

The Governors of the National Froebel Union have elected Miss R. L. Monkhouse, H.M.I., to succeed Mr. T. Raymont as Inspector and Educational Adviser.

* * *

SCHOOLS AND THE WAR OFFICE.—The Central Education Committee of the Society of Friends has just published a Memorandum dealing with military training in schools. Many public schools make membership of the Officers' Training Corps virtually compulsory. " To this extent," the Memorandum asserts, " we are training the adolescents of Britain for war. . . . "

* * *

THE ART OF MIME.—The first London Mime Festival will be held at the Portland Hall, Polytechnic Extension Buildings, Little Tichfield Street, W. 1, on Saturday, June 22, 1935, at 2.30 p.m. The syllabus will include classes for children and adults in mimed songs, ballads, stories, plays. The festival is being organized in response to many requests from schools, clubs, and institutes. Its aims are to encourage definite study and practice in the art of mime, and to give expert guidance and criticism. A syllabus will be forwarded (postage halfpenny) on application to the Hon. Sec., London Mime Festival, The London School of Dramatic Art, 17 Berners Street, London, W. 1.

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"The Examination Tangle"

The examination tangle or chaos we have always with us, and it must remain with us until an effective remedy is found for our present discontents. We are aware that there is a fairly strong force of conservative opinion regarding the present status of external examinations, especially perhaps among secondary schoolmasters. But if we take heed to the general opinion of teachers of all types, of educational administrators, of educated and intelligent parents, and of others keenly interested in the welfare of the children and of the community, we have no doubt that that opinion is condemnatory of the present system. It is almost impossible to take up an educational paper or magazine which does not record discussions of this everlasting topic, and indeed the ordinary newspaper seems to find that letters on the ills of examinees make good copy. And we might point to one inquiry and report after another made upon this endless theme during the past few years. The latest, and in some respects the best, of these reports is contained in the pamphlet entitled *The Examination Tangle and the Way Out*, issued by the New Education Fellowship. The report is international in its outlook, and it represents the latest findings of a body which has been at work for six years.

Such an association as the New Education Fellowship naturally takes a freer line than is to be expected from associations which are chiefly and, indeed, necessarily concerned in doing the best that is possible under existing conditions. Whether or not one agrees with all the principles advocated by adherents of "the new education," so far as any definite set of principles has been formulated, one thing is clear. Not only the expansion of "the new education," but also the very possibility of freedom to experiment on new and hitherto untried lines, is most seriously diminished by the

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hampering restrictions of external examinations. For example, one of the problems of the new education has been the development of methods by which children shall be free to pursue their own interests, asking their own questions and discovering the answers through their own efforts, and it is the experience of all who have tried the plan that with the introduction of such free periods, due regard being, of course, had to age and general development, there comes a great increase of initiative and mental vigour. But it scarcely needs to be pointed out that where a boy's career and a school's reputation depend upon the results of an examination, there is no room for such an experiment. The boy's nose has to be kept to the grindstone. In its fifth chapter this report sets forth faithfully " the mischief of external examinations," and comes to the conclusion that from their very nature they cannot be mended. There is only one thing to be done with them. They must be ended. They restrict the teacher's freedom ; they test only intellectual qualities, and do not test them well ; they have led to the over-production of one type ; and they have forced young people to try to prove their fitness for certain work by their attainments in totally dissimilar work.

But the compilers of this report are by no means satisfied with merely destructive criticism. On the contrary they tell us quite definitely what their alternative proposals amount to. They recognize a true use for certain of the tests that are now available. They are not, however, carried about by every fresh wind of doctrine. They see, for example, that where the " new-type tests " of achievement are much relied upon, the clever student learns the tricks of the trade, and no student gets the invaluable training that comes of continuous and constructive effort in thinking and writing upon his subject of study. In fact, tests are to some extent helpful, but are not to be relied upon. The real alternative to the existing system is the development of the internal examination and of the school record. If these are a proved success in the case of what are known as National Certificates, why should they not succeed in other parts of the field of education ? All that the report says upon this much-canvassed question of school records, which shall be more complete than any examination results can be, and which shall be used under adequate safeguards, is well worth the most careful consideration.

To sum up, the report demands that on the intellectual side less emphasis be placed on memory work, and that examinations should not be used to test artistic ability. Written examinations of children under 16 should at once be abolished as an entirely unsatisfactory test, and transfer from primary to higher schools should be determined by records which show the child's special abilities and interests as no examination can show them. The School-Leaving Certificate should cease to be confused with the requirements of University Matriculation, but again should indicate to whom it may concern what are the special abilities and achievements of the pupil in all spheres of school activity, whether or not they lend themselves readily to any scheme of examination. We are glad to direct attention to this report, which we regard as a weighty expression of opinion—opinion based upon a prolonged and well-directed inquiry. The recommendations of the report appear in full on page 398.

Occasional Notes

Social Policy and Education.

REPORTS* just issued by the group called P.E.P. (Political and Econom Planning) are of distinct interest to educationists. They deal with " The Entrance to Industry " and " The Exit from Industry," and argue that the worst evils in the wage-earner's life would be removed by raising the school leaving age to 15, by instituting half-time compulsory continued education up to 18—it is significant that a new type of education is here envisaged—and by compulsory contributory insurance designed to provide a minimum pension on retirement at 65. The idea is that the State should make it possible for single men and women to retire with a pension of £1 and 15s. a week respectively, and married couples with £1 10s. The net extra sum required, allowing for off-setting payments in unemployment relief, &c., is estimated at £30,000,000 to £35,000,000 a year, and it is suggested that £18,000,000 should be raised by contributions and the remainder out of rates and taxes. This would cover the extra cost not only of pensions but of the educational reforms indicated above. It is claimed that this simultaneous attack would have important effects on social security, by reducing unemployment risks and removing fears of destitution in old age. Unemployment would be diminished by taking off the labour market large numbers of boys and girls and elderly workers, and the future quality of boys and girls would be improved because they would be relieved from the excessive strain of full-time employment between 14 and 18. The idea seems to be well worth consideration.

* Copies may be had from P.E.P., 16 Queen Anne's Gate, S.W. 1. Price 1s. each (postage 3d.).

Special Films for Children.

IT is reported in the Press that Mr. S. W. Harris, of the Home Office, has been investigating, with the aid of the League of Nations, the question whether more films definitely suitable for children should be made and exhibited. His report to the League's Child Welfare Committee shows that 9 per cent of London children go to the cinema twice a week, 30 per cent once a week, and 48 per cent at irregular intervals, so that only 13 per cent do not go at all. In some parts of the provinces the proportions are higher, and in the United States 11,000,000 children go every week. While Mr. Harris believes that on the balance the social effect of this has been good rather than evil, he points out that children do sometimes see undesirable films, and he suggests the production of more pictures made specially for children, or pictures that could be enjoyed by the whole family. The trade view seems to be that children must be pleased here and now in order to safeguard and enlarge the market of the future, and producers in general say that they would be delighted to make more children's films if there were sufficient demand. Many children dislike juvenile entertainment, and insist on seeing the same stars as their elders. The League Child Welfare Com-

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mittee will direct attention to this question, which is considered to be vital to the well-being of children throughout the world. We can agree that it is desirable that the energies of public authorities and voluntary bodies should be directed to the organization of special performances. Much of what children now see is vapid and sometimes subtly demoralizing.

THE return of Dr. W. R. Inge, lately Dean of St. Paul's, to occasional journalism is welcome. On the characteristics of Oxford and Cambridge Universities, he writes in the *Evening Standard* with authority based on donship at Oxford and professorship at Cambridge. Mathematics is "a little tyrannical" at Cambridge, and logic and metaphysics at Oxford, and thus colours the modes of thought and action of our ancient universities. Nearly all the important bishoprics are held by Oxford men. Cambridge produced the reformers, as Macaulay said, but Oxford burnt them. Strangely, Cambridge is famous as a nest of singing birds; Oxford treated its greatest poet, Shelley, with the extreme punishment of expulsion. Oxford is known for its "movements," for its "manner," and, it may be added, for its trousers. Dr. Inge makes no reference to the resolution of the Oxford Union against fighting for King and country; but he resumes the character of Oxford in the assertion that Oxford "recognizes the poetry and spirituality of knowledge." If so, Oxford should be balanced by another university able to recognize what Mr. Gradgrind called "facts."

Oxford and Cambridge.

THE Report of the Principal of the University of London (Sir Edwin Deller), read on Presentation Day, provided a triumphant answer to those who asserted that, even if the University obtained a central site, there would be no money to provide for the buildings. From local education authorities alone, the Principal was able to report contributions amounting to £700,500 towards the Bloomsbury scheme. In addition, the Corporation of the City of London—not a local education authority in the ordinary sense—and the City Companies have offered £174,000 toward the building of the Ceremonial Hall, and the Goldsmiths' Company is to contribute £50,000 toward the new Goldsmiths' Library. These figures are astronomical compared with the exiguous resources of the University twenty-five years ago, when our gracious King came to the throne. But, like the daughter of the horse leech, the Principal was obliged to admit that "more money is still needed and indeed that much more money can be very well spent." He was able to report that steady progress has been made in the building programme since the foundation stone was laid by the King on June 26 last year.

University of London:

APART from the new building, the London County Council is to make a block grant of £129,000 in each of the academic years 1935–40, together with a grant of £150,000 during the same period toward the capital requirements of schools other than those connected with the Bloomsbury site. This is convincing evidence of a new confidence in the financial administration of the University since the creation of the Court, with Lord Macmillan as Chairman—a confidence definitely expressed in the report of the Council's Education Committee, in which reference is made to the Court's "prudent and discriminating management." This is high praise, though some may think that "vigorous" would be a more suitable adjective, in sharp contrast to the dilatory management of the superseded Senate. But, as the condition of the world shows, there is a dangerous tendency to suspend private judgment in the presence of a vigorous personality. If a university can be said to have breath in its nostrils, it consists of the freedom of private judgment. This may sometimes prove intoxicating, but we should welcome candid discussion of the vast and varied problems facing the revivified University.

Public Grants:

ADMISSIONS to the University show a slight decrease—due, it is suggested, to the fall in the birth-rate during the War years—from 11,132, in 1933, to 10,799 in 1934; and candidates for examinations show a reduction from 44,189 to 43,534. There were 4,609 candidates for degrees in 1934—2,852 on the internal side and 1,757 on the external side. Of the candidates for examinations, 18,449 were successful, convincing proof that the University is maintaining its traditional high standards. The roll of internal students reading for degrees and diplomas now comprises 13,038 names and in addition there are 455 associate and research students. Good progress has been made in the recognition of colleges and institutions for the external degree in engineering, some forty-two colleges scattered over the country having already been approved for this purpose. As our columns have shown, some misgiving has been felt about this development. In relation to the external degrees of the University, engineering is now assimilated to medicine. The process is not one of affiliation but secures some guarantee that students are prepared for the examinations in engineering under satisfactory conditions as to teaching and equipment.

Statistics:

WE referred in our April issue to the revised layout of the Bloomsbury site, under which three new bays or forecourts are to be included in the Malet Street frontage and an additional grass area amounting to nearly a quarter of an acre is to be provided, in order to carry out the undertaking given by the University in 1928 to the London County Council and to the Holborn Borough Council in relation to Torrington Square Gardens. At that time, it was not foreseen that the architect's design would necessitate the complete destruction of this square, with its century-old trees, some of the finest in London. At a meeting of the Holborn Borough Council, Mr. T. Ll. Humberstone protested against this vandalism. American universities, he said, would tumble over each other to secure such an asset. What is a garden? He quoted the poet's description of a garden as "the veriest school of peace," and doubted whether strips of grass alongside roadways could satisfy that description or be regarded as an equivalent to Torrington Square Gardens. If the Borough of Holborn is to become the intellectual square mile of London corresponding to the financial square mile of the City of London, it should include a substantial residential element, in accord with its history, character, and position. A university in its original and true sense is not a congeries of institutions.

Bloomsbury Site.

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The Pensions Report:

ACCORDING to statute, an actuarial valuation of the position under the Teachers' Superannuation Act has to be made every seven years, in order to determine the sufficiency or otherwise of the contributions to meet the benefits payable. The first report of the Government Actuary, published just too late for comment in our last issue, estimates a deficiency of nearly £10,000,000, of which the greater part is attributed to the increased longevity of teachers. For every 100 deaths expected, only eighty for men and seventy-two for women teachers took place. The revision of salaries under Lord Burnham's award of 1925 has also affected the position, because this award, while it slightly increased the maximum salaries, reduced the annual increments of the salaries of women teachers during the early years of service, and consequently diminished also the amount of their superannuation contributions. The Actuary estimates that in order to make good the deficiency, the rate of contribution would have to be increased from 10 to 12 per cent, and he suggests that the extra 2 per cent should be divided equally between the teachers and their employers. He says, too, that the question whether this increase would be permanently sufficient, must, in view of the increasing longevity of teachers, depend upon the results of future valuations.

Its Reception:

THE report, in spite of its somewhat sensational character, has been received calmly by the teaching profession. A very general opinion seems to be that the Government will hesitate, at a time when teachers are only just beginning to recover from the effects of a drastic cut in salaries, to impose any further burden upon them. And it is indisputable that the local authorities would be equally reluctant to be saddled with an extra charge of this nature. It may be that these considerations will decide the Government to make no change for the present, but to allow another seven years to elapse and then examine the position afresh. This, we think, would be the sensible course. At the same time, information in our possession goes to show that the various associations of teachers are leaving nothing to chance, and that a vigorous opposition will be put up, if necessary, to what would in effect be another salary reduction. The public has become so accustomed to the idea of a contributory scheme, that most people have forgotten that pensions of teachers were at first non-contributory, like those of Civil Servants, and that the original Burnham reports were negotiated in the light of that fact. Nobody wants another bitter controversy, and we sincerely hope that it will not arise.

The Financial Argument.

WE think it well to indicate, even at this early stage, that some of the considerations brought forward by the Actuary will not be allowed to pass unchallenged. Apart from the argument that seven years is a very short period on which to judge of probabilities for any succeeding period, this question of the longevity of teachers will be closely examined. Granted that there was an original under-estimation of the risk, it can scarcely be assumed that because the vitality of teachers has improved during the past seven years, it will do the same during the next seven. Moreover, the under-estimation was not so serious as appears, because, as the Actuary points out, Lord Burnham's salary award upset the calculations. Again, the abnormal number of retirements caused by the 1931 cut in salaries, to say nothing of other retirements occasioned by schemes of reorganization, introduced a disturbing factor less likely to operate in more stable times. It is significant, too, that the Actuary uses the word "redemption" in advocating a new levy to repair the deficiency. The meaning of this appears to be that the present rate of 10 per cent is sufficient to provide the benefits for those now entering the profession, so that any increase would throw upon these new entrants responsibility for a deficiency which they did not create and which is due to conditions that may be temporary. Evidently, any Bill to increase contributions would have a troublous passage.

Pensions and the Salary Cuts.

IT will be remembered that teachers have consistently represented to the Government that inasmuch as the salary cuts were introduced to meet an emergency that was only temporary, they ought not to have the effect of penalizing, for the rest of their lives, those teachers whose pensions were, or would be, affected by the cuts. Until quite recently, the only response made by the Government was that if both teachers and local authorities were prepared to pay superannuation contributions on the salaries the teachers would have received had no cuts taken place, the Government itself would pay what would have been its share of the cost, and the matter could thus be put right. Teachers, however, were naturally reluctant, after suffering the salary cuts, to pay out any further sums, and hence for some months negotiations have been proceeding between the Government and the various associations of teachers represented on the Burnham Committees. The result is that the Government now offers £1,000,000, unconditionally, to increase the pensions affected by the cuts. It is estimated that by this offer no teacher will suffer after July 1 any reduction in actual pension exceeding 2 per cent, the other allowances (death gratuity and lump sum) not being affected by the offer. The general feeling is one of appreciation of the Government's offer. Teachers do not get all they wanted, but they do get a really substantial settlement. It seems to us that this solution reflects credit on all concerned—the Government, the National Union of Teachers, the Four Secondary Associations, and the Association of Technical Teachers.

Endorsed Certificates in Commerce:

LITTLE more than a year ago a Joint Committee of the Association of Teachers in Technical Institutions, the Association of Principals of Technical Institutions, and the Association of Technical Institutions, completed its report on "National Certificates in Commerce." Originally it had been hoped to prepare suggestions for a scheme for commerce such as has been so successfully operated in connection with mechanical and electrical engineering, chemistry and building. National certificates in these subjects, however, are possible because machinery is available which combines the best features of internal and external examinations. Such machinery combines the setting of questions and the marking of examination papers by the teacher with external assessment. But external assessment is possible only when there exists a national body such as, for example, the Institution of Mechanical Engineers. In commerce there is no such single equivalent body. National Certificates in Commerce are therefore not yet possible. The Joint Committee's report, however, went

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a very long way in that direction and provided for an endorsed certificate. In general, the scheme received the approval of the Board of Education which has now issued "Arrangements and conditions for the award of the Board of Education Endorsed Certificate in Commerce to students in colleges or schools for further education in England and Wales (Rules 104. April, 1935)."

TO be approved under these rules, courses must extend over at least three years with a minimum of 144 hours in each school year. Where instruction is given exclusively in evening classes, courses should, as a rule, require attendance on three evenings per week during the school session. The courses must be adapted to the needs of students who have received a full-time education up to the age of 16 years, or who have otherwise reached a satisfactory standard of general education. The Board will appoint assessors who will review the examination papers set at the end of the final year of the course. To qualify, a candidate must, among other conditions, have made not less than 60 per cent of the possible attendances in each year of the course, fulfil conditions in respect of homework, and obtain not less than 40 per cent of the possible marks in each subject in the final examination. Notes on the arrangement of courses have been prepared for distribution to all colleges and schools under the Board's regulations for further education which make application for copies of the form (235T) on which schemes must be submitted.

Some Conditions.

THERE is a very clear-cut division of opinion amongst educationists as to the value and moral honesty of school speech days. The "noes" point out that such functions perpetuate in an aggravated form, because the display takes place before youth, all the evils of competition. "How illogical," they say, "to seek to foster the spirit of international understanding, impartiality in the study and application of the lessons of history, a high standard of honesty, and at the same time to push right into the spotlight the few pupils who, quite honestly, but possibly by the application of a disproportionate amount of sheer industry, have managed to win prizes, whilst the real good average stuff that is going to make the England of the future is sitting in the stalls applauding the show." "Britain will never lose her sense of humour so long as her average little chaps continue to applaud the average speech day speech." All this may be very true or, on the contrary, it may be just cynical. There is no diversity of view, however, about the monotonous regularity with which distinguished speakers often in unaspirated speeches, pat the boy, or girl, "who does not win prizes" on the back and add—as final proof of the soundness of this piece of epigrammatic brilliance—that they "did not win prizes" or were "at the bottom of the form" themselves. It does not require extraordinary brilliance on the part of the speech day audience to make the desired deduction! An inspector of schools has at last put into "snappy" words what we have all been groaning about for years. At a recent speech day in Wales he said, "Why is it that so many speakers laud the 'duds' of the school to the skies and say, 'You are going to be the brilliant men of the future,' unless it is that these speakers regard themselves as examples of how not to do it?" When is the Society for the Reform of Speech Days and the Suppression of "Dud-Praisers" going to be set up?

Speech Days and "Duds."

THE long agitation for a separate broadcasting station, or stations, for Wales appears at last to have attained its object. An influential deputation, representing official, educational, and social service organizations in Wales, recently attended on Sir John Reith to press again for some arrangement which would enable Wales to have broadcast programmes based on the language, tastes, and desires of listeners living within the borders of the Principality. To all such representations, the B.B.C. has hitherto replied that the topographical circumstances of Wales makes it impossible to set up a station there which could effectively broadcast, throughout all parts of that country, programmes designed specially for Wales. The compromise which has been tried out for some months, *i.e.* that of radiating mixed English and Welsh programmes from the West Regional transmitter at Washford Cross has not been a success, for neither Welsh nor West of England listeners have been pleased. In this respect, the advocates of a Welsh station were fortunate in securing the moral, and frequently vocal, support of disgruntled West of Englanders.

Broadcasting in Wales:

THE new arrangement proposed is that the West Regional transmitter at Washford Cross shall radiate programmes for Welsh listeners and a new relay station be set up at Bangor in North Wales. A new West of England transmitter will radiate programmes for the West of England. The proposal is rather in the nature of a carefully prepared experiment with which there may be technical difficulties which have not been foreseen. The B.B.C. is, however, setting about the new arrangement with thoroughness and goodwill, and a new staff of executives with special experience of Welsh tradition and culture is to be appointed. Now comes the testing time for those who have worked so hard for the more widespread use of the Welsh language. Greater opportunities will arise for the production of broadcast plays, for talks to schools, and popular scientific talks in Welsh. From the effort to supply these, the Welsh language will gain in flexibility and appeal. It will be interesting to see how far the new station will permit non-Welsh music, drama, &c., to figure on the programme and what the reaction of Welsh listeners of the man-in-the-street type will be to the new arrangements.

The Present Proposal.

MR. VALENTINE BELL'S great report on Juvenile Instruction Centres emphasized the point that the most serious problem in the employment of youth is what happens to young people of the wage-earning class when they get to the age of about 18 or 20 and should be paid wages approaching closely those of adult workers. This year's President of the Institute of Handicraft Teachers is a Welshman who has taught for many years in the industrial area of South Wales. It is, therefore, interesting to find that, he confirms Mr. Bell's conclusions in these words: "Many of them are employed for a period as cheap juvenile labour and then sacked to make room for another batch of younger and cheaper workers who, in a year or two, are sacked in turn." In South Wales there is not the same variety of industrial opportunity for youth on the purely industrial side since

School Handicraft and Juvenile Employment in Wales.

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the area depends so exclusively on the coal trade. On the purely commercial side, the lack of diversity is not so apparent since there are, roughly, the same opportunities for employment in shops in Wales as elsewhere, except that the volume of such employment has been diminished by depression. In the heyday of the Welsh coal trade, there was no problem for the Welsh working-boy. He entered the coal-mine, at from 12 to 14 years of age, as a "door-boy," and no special handicraft preparation was necessary. The Welsh working-boy was sure of a job for life in the mine in those days. Then came new scientific methods of working mines, and, finally, depression in the industry. To-day there are excellent secondary schools producing streams of highly qualified young people who are naturally more reluctant to take up work as miners. They know more about the world than their "door-boy" predecessors. In any case the shrunken industry could not absorb them. In the Rhondda Valley there is at least one excellent Junior Technical School producing skilled craftsmen far beyond the measure of need of industry in the Rhondda to-day. In what niche in industry are they to be placed?

Inadequate University Accommodation in Wales.

A RECENT statement by the Principal of University College, Aberystwyth, gives a picture, in brief words, of one of the most remarkable and complex problems facing Wales to-day. The statement was to the effect that he had travelled in many lands but he could honestly say that nowhere in any institution of university rank had he seen accommodation so inadequate as in that College. This is the position to-day in a little land in which there are, relatively speaking, fewer opportunities of absorption in employment of the products of the university than in many of the industrially progressive countries of the world. Aberystwyth was the pioneer College in university education in Wales, but its brilliant band of first students would be amazed at its development could they but observe it to-day. In their day, to get a degree was the certain passport to a good position in medicine, law, the Church, the Civil Service, &c.; now brilliant young men and women who regard a first class honours Bachelor's degree as only an initial degree, are looking around vainly for positions in the industrial and commercial world in which their talent might be applied to advantage. Wales is now beginning to gather the full fruits of her early and vigorous development of secondary education. The pity is that, in some senses, some of the fruit is bitter fruit. If the same enlightened direction had been applied to the unselfish utilization of the wonderful resources of Wales as has been devoted to the development of Welsh education, there would to-day be very little depression there and much greater happiness—due to a wider diffusion of culture and practical opportunity. It is of great significance that the Principal stated that the most urgent needs of the College were, not accommodation for prospective teachers, but accommodation for agricultural research, social science, biology, and residence for students.

An Interesting Experiment in Dundee.

A SCHEME for closer co-operation between schools and industry is detailed in a report recently submitted to the Dundee Education Committee by the Director of Education, Mr. J. R. Cameron. Under the scheme, selected pupils at the central schools in the City will be given a year of intensive training after the completion of the normal three years' course, so that at the age of 16 they will be ready to enter into responsible apprenticeships in commerce and industry. Similar facilities will be offered to girls for a course in home training and management. According to the report, the pupils who are to benefit from the scheme will be selected by approved methods of vocational testing. The teachers in the central schools will be expected to co-operate with the leaders of commerce and industry in selecting the most capable pupils and training them for appropriate commercial and industrial work. The report suggests the institution of a group of scholarships, each tenable for two years, with a supply of books and school material in addition. The Convener of the Education Committee in submitting the report emphasized the fact that the success or failure of the scheme would depend on the amount of co-operation the Committee might be able to establish with responsible leaders of commerce and industry. The testing point will come when these well-trained young people ultimately find places and settle down to work. The pupils are to have the choice of taking either technical or commercial courses, a proceeding open to serious objection if their choice runs counter to the evidence of the vocational test. It is proposed to bring the scheme into operation at the beginning of the next session.

The Sabbatical Year.

THE *Universities Review* contains "A Plea for Sabbatical Year" by Mr. G. F. Herrender Harker, of University College, Cardiff, a "highly desirable reform," put forward as such by the Association of University Teachers to the University Grants Committee. Bertrand Russell favours this reform in order that university teachers may spend a year in foreign universities. The writer of the article deprecates inbreeding in universities, and advocates the sabbatical year as a corrective. The professor's lot is not a happy one, especially in provincial institutions, and his intellectual isolation in the Dominions is even more marked. It is suggested that the institution of a special fund, to which all participants would contribute, might provide a solution of the financial difficulty. The sabbatical year would prove a great stimulus for the imagination and would enhance the value of the teacher to the institution. "If in our present age a university is to progress, it cannot do so in insulated seclusion." As the Scriptures declare, wisdom cometh by opportunity of leisure. Is there not a similar problem in relation to teachers in secondary schools?

Parents' Association in Scottish Schools.

A YEAR ago the Scottish Education Department directed the attention of all education authorities to the importance of fostering closer co-operation between the teachers and the parents. It stressed the need for keeping the parents informed about modern aims and methods, so as to avoid the danger of disconformity between the home training and the training the child receives at school. The authorities were invited to consider the matter and to express their views. A second circular letter has now been sent out by the Department expressing satisfaction with such steps as have been taken, but pointing out that while some progress has been made much remains to be done before it can be claimed that the parents of the children

(*Continued on page* 396)

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in attendance at all the schools have been given the fullest possible opportunities for making themselves familiar with the work done, for consultation with the staff, and for co-operation with others interested in the school for the benefit of the children. The Department stresses again the importance of the matter and expresses its confidence that a further development of such arrangements would be of mutual advantage to all concerned. Many Scottish schools provide an annual parents' day, but this is scarcely adequate. Unfortunately, the number of schools that have established parents' associations is regrettably small. In Glasgow a large and vigorous Association has been organized, representative of the schools in that area, but sufficient evidence is not yet available to determine which is the better arrangement, one association for each district where schools can be conveniently grouped or one association for each school. The latter plan seems more likely to meet what the Department desires.

Catholic Schools in Scotland:

AS the result of a report prepared for the General Assembly by the Church Interests Committee of the Church of Scotland, a controversy has been raised on the position of the Catholic schools in Scotland. The Committee states that the Education Act of 1918 fails to provide a really national system of education, that it segregates children according to religious beliefs, that it involves the subsidizing by the State of Roman Catholic teaching, that it has brought about a very considerable enrichment of the Roman Catholic Church, and that it legally safeguards religious instruction in Catholic schools while no such safeguard exists for Protestant schools. The report accordingly urges that amendments should be sought with a view to establishing a national system embracing all children irrespective of religious beliefs, that in future no denominational school should be erected or taken over by a public authority, that religious tests for teachers should be abolished, that no member of a religious order should be employed on the staff of a school, and that periods should be set apart for the giving of religious instruction, either by teachers of the regular staff or by officially recognized representatives of the churches. The Committee was induced to present this report and suggest these amendments as the result of answers to a *questionnaire* circulated among the clergy of the Church of Scotland. The replies to the questions are said to reveal a steady Roman Catholic policy which aims at extending the influence and consolidating the power of the Church of Rome in Scotland.

And the Religious Atmosphere.

THE report has not been allowed to pass unchallenged. There can be no doubt that it does give expression to the views of a considerable proportion of the members of the Church of Scotland, but there is widespread misapprehension as to the real significance of Section 18 of the Education Act. It is quite true that in the non-transferred schools religious instruction is not statutory, while in the transferred schools it is guaranteed and all appointments to the staff are subject to the approval of the Catholic hierarchy. At the same time, it has to be borne in mind that as the Protestant element is in a large majority on every education committee the retention of religious instruction is not jeopardized, and there is probably no public school in Scotland where it is

UNIVERSITY ENTRANCE SCHOLARSHIPS:

SUBJECTS AND STANDARDS

(The Journal of Education series of Special Articles for 1935)

An Introductory Article on **The Scholarship System.** By Dr. Cyril Norwood, President, St. John's College, Oxford. (January, 1935)

Classics. By Mr. F. R. Dale, D.S.O., M.C., M.A., City of London School. (February, 1935)

Modern Languages. By Mr. A. M. Gibson, M.A., Liverpool Collegiate School. (March, 1935)

Mathematics. By Mr. G. H. Lester, M.A., The Grammar School, Bristol. (April, 1935)

Geography. By Dr. E. D. Laborde, Harrow School. (May, 1935)

Science. By Dr. Terry Thomas, M.A., LL.B., B.Sc., Ph.D., Leeds Grammar School. (June, 1935)

History. By Mr. F. C. Happold, D.S.O., M.A., Bp. Wordsworth School, Salisbury. (July, 1935)

English. By Mr. Ronald Gurner, M.C., M.A., Whitgift Grammar School, Croydon. (August, 1935)

Scholarships for Girls. By Dr. Lowe. (September, 1935)

In each of the articles consideration is given to the arrangement of courses, types of paper set, desirable improvements to the system, standard, scope, and other matters of practical interest to teachers concerned with scholarship examinations for the Universities.

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not given. On the other hand, the Catholics are always in a minority and naturally require some guarantee that their special form of religious instruction will be maintained. It is true, also, that considerable (but not unreasonable) sums were paid to the Catholic managers when their schools were taken over under the terms of the Act, but had these buildings not been available the education authorities would have been faced with a much heavier expenditure in making provision for the great increase in the school population. With regard to the imposition of religious tests it is undoubtedly the case that education authorities manifest a certain prejudice against appointing Catholic teachers, and the Catholic parent, in consequence, needs some arrangement by which he can secure a Catholic atmosphere in the upbringing of his children. Scotland is scarcely ready yet for the complete secularization of instruction, and in the circumstances the existing arrangement is probably the best that can be devised.

THE controversy as to the relation between environment and ability has revived again in a new form. Of late years many people had come to accept, though often with reluctance, the results of the numerous investigations on this topic, because their results were so consistently similar; Duff and Thomson in Northumberland, Burt in London, Terman in California, Haggerty and Nash in New York State, all agreed that gifted children are more likely to be found in the well-to-do than in the poorer homes. Whether the ability of these children is due to the advantages of their environment, or whether they simply inherited the high intelligence which had already guided their parents into a superior class, remained uncertain; in either case, these investigations tended to allay dissatisfaction at the small number of non-fee-paying children who are allowed the benefit of a full secondary education in England to-day. Any complacency with regard to the system is shattered by the new research of Gray and Moshinsky reported in the *Sociological Review* for last April. They attack the problem from a new angle, and by testing 10,000 children they try to estimate the amount of high ability within the two classes of the school population: (*a*) those of elementary school origin, (*b*) those educated at their parents' expense. Percentages of gifted children are misleading unless it is remembered how very much larger class (*a*) is than class (*b*). The careful statistical work of these two investigators throws considerable light on the scholarship system. It seems that 25 per cent of class (*a*) children reach the median level of the fee-paying children, yet only 6 per cent of them get scholarships to secondary schools; that *taking children of equally high ability*, seven fee-paying pupils receive a higher education for every one free pupil. It is hard to avoid the conclusion that the maladjustment in the relation of educational ability to educational opportunity is far greater than was supposed.

Environment and Ability.

THE KING has shown his faith in advanced education and scientific research by opening the new British Post-Graduate Medical School at Hammersmith, a gesture specially appreciated in view of the pressure of his engagements during the Jubilee celebrations. The new School is the child of the Ministry of Health and of the London County Council, and will be affiliated to the University of London. Admirably equipped and with a staff of the highest scientific standing, it should remove the reproach under which London has laboured for so many years in the matter of higher medical training, and divert the stream of medical men and women from Vienna and other continental medical schools. Specialization and advancing knowledge in medicine are forcing practitioners to go back to school. The new School will emphasize the clinical side of medical research, difficult cases from all parts of London being removed to the hospital attached to the school. It will add new facilities for medical research in London to the need of which Flexner drew attention.

Post Graduate Medical School:

SIR AUSTEN CHAMBERLAIN, the Chairman of the Governing Body, in receiving His Majesty, said it was hoped to make the School "a great Imperial centre of British medical science." The King reminded his audience that the School was allied to the London School of Hygiene and Tropical Medicine, in Bloomsbury, both being based on the recommendations of a committee over which the Earl of Athlone, now Chancellor of the University of London, presided. Further, Mr. Neville Chamberlain, then Minister of Health, laid the foundation stones of both schools; and his brother, Sir Austen, presides over both governing bodies. The King said the new School represented a happy union of ward and laboratory, of university and local authority; and would draw its teachers and students from all parts of the Empire and beyond. He hoped it would play an imperial role, in the winning and dissemination of medical knowledge, in the relief of suffering, and in bringing together doctors of all lands in a common cause.

Purposes of the School.

MR. R. GUNDRY, Registrar of the Joint Scholastic Agency, contributes to *The Times Educational Supplement* a timely letter on subject masters in secondary schools. The greatest demand is for masters to teach science, modern languages, and mathematics. There is a reduced demand for general form masters and a glut of history masters. Mr. Gundry throws out a hint that mathematicians may be lacking in disciplinary powers or personality so that the same vacancy occurs again and again. "The chief moral," he suggests, "appears to be that any panic solution while producing equilibrium in some subjects, might cause a shortage in others." As to the glut of history teachers, is it not possible that history is selected by university students as a soft option, not demanding the highest intellectual powers? If so, the universities should be able to provide the remedy.

Subject Masters in Secondary Schools.

THE President of the Board of Education has appointed an influential committee to consider the improvement of the education of designers of the highest class and the part that the Royal College of Art ought to play in any development. When the College of Art was formed, the industrial applications were prominently in view, and in recent years, the importance of art in industry has gained increased recognition. We may hope that the College, with new buildings, will be placed in a much stronger position. Its close association with the Victoria and Albert Museum at South

Art Education.

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Kensington is of inestimable value. As a National College, its affiliations with art schools throughout the country, from which it draws many of its students, should be strengthened. Viscount Hambleden is to be Chairman of the new Departmental Committee and many distinguished men of art, both fine and applied, are included in the membership. London is fairly well provided with schools of fine art. We understand from the official announcement that the best possible provision will be made in the new Royal College of Art for the teaching of fine art.

British Association.

THE preliminary programme of the annual meeting of the British Association to be held at Norwich early in September, has been published. Prof. W. W. Watts, the veteran geologist, will preside, and the President of the Educational Science Section is Dr. A. W. Pickard-Cambridge, whose address will be on "Education and Freedom." In this Section, there will be papers and discussions on teaching and learning of appreciation; the relations of science and philosophy; the place of psychology in the training of teachers; physical education, and discipline. This list may appear comprehensive. But would it not be desirable to discuss some of the problems of university education and research and the urgent question of raising the school age? The school age question in particular stands in need of scientific discussion, its propaganda being largely in the hands of literary people. Scientific contributions, such as those of Sir J. J. Thomson and Sir W. J. Pope, are few and spasmodic. Norwich, the capital of East Anglia, *terra incognita* to a large proportion of our scientific population, should prove an admirable centre for the meeting.

Toynbee Hall.

TOYNBEE HALL, the mother of nearly 1,000 settlements scattered throughout the world, proves itself by its Jubilee Report in a state of splendid vitality, though—perhaps a healthy sign—not free from financial embarrassment. To relieve this, and to extend the buildings, an appeal for £50,000 has been made. It is proposed to establish a Department of Social Research, with a director, a proper development of the work of an institution sometimes known as the poor man's university. Its residents, including some honoured names in education, have carried into the world its ideals of service, based on first-hand knowledge; and to the work of the Hall is due, in no small measure, our freedom from "the bitter social antagonisms afflicting so many other countries." At this time of rejoicing, Toynbee Hall honours its founder, Canon Barnett, and his wife, Dame Henrietta Barnett, who happily still survives. Its activities are multifarious; but education has always held an honoured place, through lectures, classes, music, drama, art galleries, and, we ought perhaps to add, the Juvenile Court, for which improved accommodation will be provided as a result of the Appeal.

Report on Examinations *

PROPOSALS AND RECOMMENDATIONS OF THE INTERNATIONAL COMMISSION ON EXAMINATIONS OF THE NATIONAL EDUCATION FELLOWSHIP

Proposals:

(1) The present emphasis in intellectual matters should be shifted from memory work to the cultivation of the power of judgment, which implies a proper imaginative grasp and understanding of the subject. For this purpose extensive experiments should be made in the use of reference books, dictionaries, etc., during the examination.

(2) No examinations can measure creative powers, since only the technique of art can be examined. Works of artistic promise are the only test of artistic ability, and cannot be produced on demand. Artistic and practical activities, therefore, though a vital element in the school curriculum, must be assessed otherwise—by works produced rather than by examination. These works should be presented for assessment in connexion with all examinations.

(3) Qualities of character and personality cannot be tested except as a part of the school life. Their importance, however, requires that ways be found of including their evaluation in the school record.

Recommendations

(1) Transfer to post-primary schools should be made on the basis of the special abilities and interests of the child. To ascertain these no externally imposed examinations are necessary. Instead a carefully devised system of school records should be set up, showing the results of intelligence and standardized tests, indicating special scientific and artistic interests and achievements, and making an assessment of social and moral qualities. No privileges unconnected with its special character should be granted to any particular type of school, as this practice tends to harmful class divisions within the nation.

(2) The younger the child the more unsuitable is a written examination, whether for entrance to a higher form of education or for the assessment of the pupil's ability and attainments on leaving the elementary school. Whatever may be said for the gradual elimination of the external school-leaving examination from the age of 16 on, the case is established for the immediate abolition of all external examinations before that age.

(3) The school-leaving certificate examinations should no longer be accepted by the universities as alternative to their own matriculation examinations, and only those who are genuine candidates for admission to the university should be allowed to sit for entrance examinations to these institutions.

(4) The object of a school-leaving certificate, apart from its guarantee of a broad general education, is to indicate to the employer the special abilities and achievements of the pupil in different spheres of activity. A combined score with such a verdict as "passed" or "failed" on the whole examination is, therefore, undesirable and often misleading. The more detailed the picture given, the more valuable the certificate to the prospective employer. All certificates should include some assessment of artistic and practical achievements as well as of social behaviour.

(5) In countries where the experiment has not yet been tried entrance to the universities should be granted to pupils from a limited number of specially selected schools solely on the basis of a carefully prepared school record. This experiment should be carefully planned and its results duly watched and recorded.

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The Student's Dream

By CYRIL TUKE

This now shows us how to differentiate a quotient of two functions. Multiply the divisor function by the differential co-efficient of the dividend function; then multiply the dividend function by the differential co-efficient of the divisor function and subtract the latter product from the former. Lastly, divide the difference by the square of the divisor function.

"SPLENDID," I mused sarcastically, after reading this soul-stirring passage from my *Treatise on Higher Algebra*. It was certainly diabolical fare to digest on this wintry eve on the top of a gargantuan feast partaken on the main-line Pullman, which half an hour ago had marooned me here in this outlandish junction railway station.

Circumstances had necessitated my travelling home to my native Scotland after spending part of my vacation with friends in the South. The snow had fallen in an orthodox Christmas card manner, resulting in a missed connexion and my forced sojourn for an hour or so in a draughty waiting-room.

The village a mile away appeared to offer no special inducement to warrant the journey in a partial blizzard, so I resigned myself to the loneliness and comparative comfort of the waiting-room fire and a wooden chair. The only reading matter I possessed consisted of my tutorial books, and in desperation I selected this *Treatise on Higher Algebra* from my travelling case in order to utilize precious hours in an effort to overcome its intricacies—the *bête noir* of my curriculum in the forthcoming exam.

"*Multiply the divisor function by the differential co-efficient*——"

I closed my eyes in the endeavour to concentrate fully on the problem, but my thoughts would only philander towards one labyrinth of this mathematical maze to return to another *cul-de-sac* just as hopeless.

"*Multiply the divisor function*——"

A tap on the shoulder interrupted my train of thought and invited my gaze to a diaphanous creature who might have stepped from the pages of the *Arabian Nights* or *Alice in Wonderland*. It was, at least, a pleasant diversion, and I accepted the situation philosophically. "At your service, madam," I volunteered, rising.

"Pray be seated," she deigned, seating herself upon the table. "You will naturally be curious as to my identity and mission?"

"I must admit, of course——"

"Well, to be brief, I am a messenger from the King of the Algebraens——"

"Er—Algerians?"

"Algebraens, I said. You should know something about our mysterious country of Algebra, and its problematic people whom you've been trying to understand for years."

"Without much success," I deprecated.

"That's just it. King Calculus—that is our ruler, of course—has just taken up spiritualism, and through the medium of a very involved equation, discovered your unhappy plight. Being really a decent sort (when you know him), he has sent you an invitation through me to spend an hour or two among his people."

"Delighted to accept, I am sure," said I, entering into the spirit of this phantasy. "And when do we start?"

"At once, if you please."

"And—er, by what means of transport?"

"We'll just get busy and remove that gas bracket—it will do admirably. I have mine, which I used for the journey here."

(*Continued on page 404*)

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Already published: Part I. Pp. 112, with illustrations. 1/6.
Part II. Pp. 160, with illustrations. 1/9.

Part I of *The Clarendon French Course* was published in the summer of 1933 and Part II in March, 1934, and both have had an extremely encouraging reception from teachers in Secondary Schools all over the country, and in the Educational Press. Part III is now ready, and a fourth and final part will be published in 1936. *The Clarendon French Course* is an eminently practical one. There is an unusually large number of *exercises*, and there is so much *revision* of grammar and vocabulary that much greater speed can and should be made than is normal with a French Course. Part II starts with a revision section which links it up with Part I, and removes the reproach, commonly made against Modern Language Courses, that the second part jumps too suddenly in standard away from the first part. Part III similarly consolidates the ground previously covered, and is largely devoted to systematic revision and classification of the conjugation and use of verbs.

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" But how—— ? "

" Well, you see, we Algebraens are very fond of removing and entering brackets. Just follow my example and sit astride the bracket—and you needn't trouble about your guide book—— " following my glance towards the *Treatise*.

" Ready ? " queried my partner.

We were whizzed through the ether at an incredible speed, but I soon settled down to the journey under the spell of my whimsical companion.

" And how long will it take us to reach our destination ? " I asked.

" We shall arrive between the hours of p and q when the hands of the clock are at right angles."

" Quite " I politely responded.

" And now, exactly how far is this land of yours ? "

" Well, if you were travelling at x miles per hour, it would just take y hours."

" Oh ! " was all I could ejaculate.

" We are now proceeding in *arithmetical progression*, and when the bracket warms up we will switch into *geometrical progression*."

" *Harmonical progression*, I should term it in such delightful company," I hazarded gallantly.

We were now going all out " on top," and before long were entering the chimerical domain of King Calculus. I was forthwith conducted to the royal presence, and received a warm welcome from His Majesty—an erudite-looking person resembling an old-time sage.

" Glad to welcome you, sir, to our bizarre land. Perhaps you will now have the opportunity of better making our acquaintance and can then assure your people that we are not really such a formidable crowd as they imagine. Now let me introduce you to one or two of my subjects—men of letters and women of all degrees. Here is X—you have heard of him, of course ! "

"Charmed to know you X," I greeted him, extending my hand.

" Oh ! but you can never know *me*," he responded mischievously. ' You see, I'm an unknown quantity."

" And is there no way of finding the way to your heart ? " I supplicated.

" Well, you should realize by now that I am easily *squared*," replied X, giving me a wink and a prod in the ribs.

The remainder of the company was then introduced to me in turn, from A to Z, including the Greek contingent—Alpha, Beta, Theta, Pi, &c., and a fantastic collection they were.

" And now," said Calculus, " we will show you some of our avocations. Here you see A, B, and C at our national sport of filling and emptying cisterns."

" Ah, I remember this game in my first year," I replied, " but could never quite see the reason for it all—it seems so futile."

" Ah, but it's a charming, simple game. You see, the idea is for each contestant to back his system of pipes against the other."

" But, if I remember rightly, it sometimes takes several hours to arrive at the end of the game—surely a trial of patience."

" That's so—but then we don't play chess or compete in test matches here, you see."

" And now," continued His Majesty, " I will show you one of our famous walking matches. You see here d and e ready for the contest. Our friend d will start first at m miles per hour, followed by e at n miles per hour, p minutes afterwards. After walking q miles, d rests for r minutes whilst e overtakes him.

" But, tell me, why should d deliberately throw away the race by resting r minutes ? "

" Well, it is one of our peculiar handicapping rules—and then," he winked, " our thirst for knowledge is not the only kind we endeavour to satisfy."

(*Continued on page 406*)

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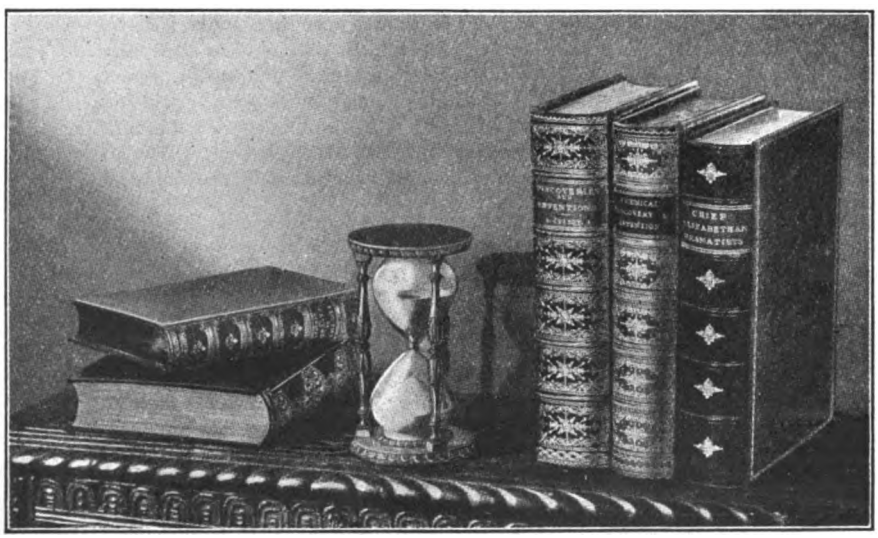

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"That is easier to differentiate than some of the problems you manufacture for we poor mortals," I remarked.

"Now let us rusticate a little," said my royal guide, leading me into a cultivated area. "We have, of course, to grow a prodigious crop of apples and oranges for your first year tyros, and our hens are necessarily versed in mass production to meet their requirements. It's surprising what humorous complications we can serve up with a little judicious mixing and juggling with our friends *x* and *y* and their myrmidons."

"And these curiosities?" I queried, pointing to some queer shaped vegetation on the ground.

"Ah, you do not recognize the *square* and *cube roots*, I see—very difficult to dig out you find sometimes, eh?"

"And do you work out all your gigantic problems yourself?"

"Oh, I supervise these mainly. Most of the work I delegate to my underlings. I utilize the services of my *factors*, for instance, in the solving of quadratics—most useful fellows for this job."

"And your ladies?" I interrogated, now working up my enthusiasm in true journalistic fashion.

"Well, you have read of the numerous deals in ribbon and lace, &c., in your early studies. And, of course, we mustn't forget those more intimate garments of ours—*permutations and comb*——."

"Er, yes," I blushed. "The latter, you know, are worn on our own oblate spheriod, but I never could fathom permutations."

"Well, perhaps you are a little young yet," he smiled.

"This lady, now," I asked, pointing to a young and pretty Algebraen lady who was standing near, "how old will she be?"

"Well, just ask her—you will find the answer interesting, I'm sure," he grinned.

I was introduced to the damsel, and presumed upon my privileged position to request her age.

"Certainly," she acquiesced; "fifteen years ago my brother was half as old as I shall be ten years hence, but in another two years he will be four times as old as my sister was sixteen years ago, and our combined ages are seventy-four years. Hold that one, big boy."

"A very fine algebraic example of the universal feminine trait to hide their years," I remarked to the King. "And your coinage?" I continued.

"We prefer our own, of course—*x* pounds *y* shillings and *z* pence, and so on—you mortals don't get much change out of that, I gather. Then our system of bartering eggs with apples, oranges, and the like finds great favour owing to the complications it involves."

"Ahem—I am convinced that you revel in making things very difficult for yourselves—and others."

"Yes, that is our creed—our *raison d'être*—making problems to unravel and theorums to explore. No wonder we have recourse to simple pastimes occasionally, such as cistern filling and playing marbles, as a complete mental relaxation."

"And do you experience many internal troubles in your realm?"

"In a minor degree, yes. Our eggs are frequently bad, and trains often late you will have discovered. Then we have a Public Enemy No. 1—that *lowest common multiple* fellow you have read about—who gives us some trouble. He is, of course, closely associated with the *vulgar fractions* gang."

"Now, about your financial troubles. Are you on the Gold Standard?"

"Good gracious, no!" he replied, hotly. "We have always been ardent protagonists of an unstable and fluctuating currency. Witness, for instance, the variations in price of *x* lbs. of apples from *y* shillings to *z* pence, all in the space of one page of your lesson books. Why, a stabilized currency would simplify our existence far too

(*Continued on page* 408)

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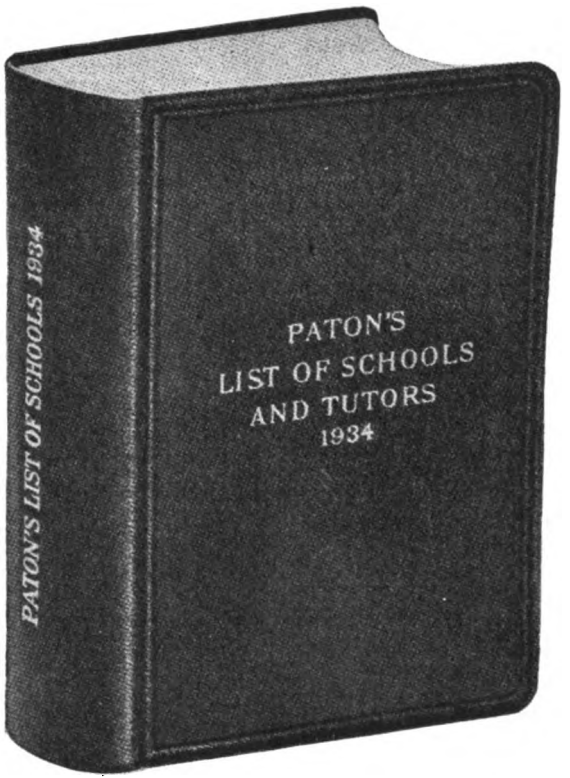

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much, and would cause considerable unemployment amongst my people ! "

" And your neighbouring domains ? "

" Oh, we are friendly with the Arithmeticians and the Mechanics—they frequently borrow our *log* books. We naturally hobnob a great deal with the Trigonometricians. If you were to strike off at a tangent from here you would come right into their territory."

" And what sort of folk are they ? "

" Oh ! they have their points ; but their domestic life is full of eternal triangles. If you would care to call upon them—— ? "

" No ! I think I have encroached upon your kindness too much already—it is time I returned to my own sphere."

" And is there no special point you would like elucidating before you leave ? "

I pondered, and then, brightly—" Yes ! you might clear up the following for me : *Multiply the divisor function by*—— "

" Oh, that's simple when you know how. Here, let me demonstrate."

Forthwith he called several of his motley crowd—letters, surds, roots, indices, logarithms, coefficients, signs and brackets, and marshalled them into a series of varying formations with lightning speed and incredible facility. The problem soon straightened itself out before my eyes, and its erstwhile intricacies now appeared quite puerile.

I thanked him deeply, and prepared to depart.

" Good-bye," he said. " Remember me to Prof. Einstein and convey my best wishes to all students for a brighter 1935 and a better understanding."

" And my compliments—or, should I say, *complements ?* —to you and to all your subjects," I responded, and with a shake of the hand I departed.

. . . . . .

I was awakened by the hissing of steam, the clanging of steel upon steel, and the strident voice of the station-master—" Aberdeen, Inverness, and the North "—and boarded my train in a bemused state.

To this day my maths master and my colleagues cannot understand how I passed with first-class honours in higher algebra at the examination in the following spring !

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ROME.—The Italian Inter-University of Rome announces its summer courses from July 4 to August 28. They will be divided into two periods: (1) from July 4 to July 30, and (2) from August 1 to August 28. Each series will contain lessons on the Italian language, the history of Italy, and the history of Italian literature. In addition, attention will be given during the first period to archaeology and the history of ancient art, and during the second period to the history of medieval art and the Renaissance. A Matriculation examination is held for which students are expected to register. Arrangements have been made for foreign students to obtain free visas and considerable reductions on the State railways. Prospective students should apply to the Associazione Italo-Americana, 271 Corso Umberto 1 (Palazzo Salviati) Roma, Italy, for details.

* * *

HEIDELBERG.—The Auslandabteilung der Universität Heidelberg calls attention to its new programme for this year's vacation courses from July 1 to August 17. The courses, particularly those dealing with language and literature (including lectures on various phases of the cultural life of Germany) have been considerably extended, and for the first time this year six special two weeks' courses, to be given by well-known professors and covering various topics, have been instituted. There will also be a three weeks' course on British problems, to be conducted in English, and intended mainly for German students.

* * *

DRAMATIC PRODUCTION.—The Summer Schools organized by the Little Theatre, Citizen House, Bath, will be held this year in Bath in two sessions, from July 29 to August 12, and from August 15 to August 29, to meet the requirements of those who like to attend a vacation school either at the beginning or at the end of their vacation. The course combines an ideal holiday and fellowship in the company of very interesting men and women of similar taste, with practical and individual instruction from leading producers in the art of acting and stage-technique, as well as in the creative and literary aspects of stagecraft. During the Bath sessions, motor trips to the famous beauty spots of the West Country (all of which contain matters of dramatic interest) will be organized, and will include Wells, Glastonbury, Salisbury, Stonehenge, Malvern Festival, and the adjacent sea-coasts of Burnham, Clevedon, and Weston. A September School will be held at the Everyman Theatre, Hampstead, London, from August 30 to September 8, for those who desire a London School. This School will, like its predecessors, be of a thoroughly practical nature. The fully-equipped plant of the Everyman Theatre will be at the disposal of members, and here they will be taught, by a professional staff drawn from the most famous West-End producers, every detail of modern stage production and technique.

* * *

MUSIC.—The Royal Academy of Music has issued its arrangements for a Vacation Course for masters from September 10 to 13 inclusive. Lectures will deal with the teaching of pianoforte, class-singing, aural training, musical history and appreciation, and elocution. Further particulars may be obtained from the Academy at York Gate, Marylebone Road, London, N.W. 1.

* * *

MODERN LANGUAGES.—The Board of Education has published its annual list of ninety-four holiday courses on the Continent for instruction in modern languages and other subjects, which will be held at different times during the present year, but mostly in the summer months. It should be clearly understood that the inclusion of a course in this list is not to be interpreted as the expression by the Board of any opinion as to its efficiency or otherwise. The list, price 6d., by post 7d., can be obtained through any bookseller or direct from His Majesty's Stationery Office, Adastral House, Kingsway, London, W.C. 2.

* * *

JENA.—The forty-first vacation course will comprise two sections, one from July 11 to 24, and the other from July 25 to August 7. In Section 1, three hours daily will be devoted to the study of the German language, in separate groups for beginners and advanced students. Also, six lectures will be given on German landscape, art, and present-day Germany. In Section 2 instruction will be given in German phonetics and in the German language, following on Section 1; the method of teaching German in foreign countries; the religious movement as shown in modern literature; the new German novel; Germany's position after the War, and other subjects. In addition, students may attend lectures on many other subjects. All further information from Frl. Cl. Blomeyer, Carl-Zeiss-Platz 15, Jena.

(*Continued on page 414*)

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* * *

BINET-SIMON TESTS OF INTELLIGENCE.—The National Institute of Industrial Psychology is organizing a Vacation Course in the Administration of Binet-Simon Tests of Intelligence, to be held at the Institute of Education in London from August 14 to 24, 1935. The course in intended primarily for teachers in elementary, kindergarten, and preparatory schools, and for social workers who are concerned with young children or with older individuals of subnormal intelligence. The number of students will be limited. The course will include both lectures and supervised practical work, and a special certificate will be given to students whose work during the course is satisfactory. Particulars and application forms can be obtained from the Secretary, National Institute of Industrial Psychology, Aldwych House, Aldwych, London, W.C. 2.

* * *

HISPANIC STUDIES.—The Institute of Hispanic Studies, which was founded last October to promote the study of Spanish and Portuguese, is organizing a Summer School of Spanish and Portuguese for beginners, to be held at the City of London College, Ropemaker Street, London, E.C., by kind permission of the Governing Body, from July 31 to August 16, 1935. The School will be under the personal supervision of Prof. E. Allison Peers, who will take the Beginners' Class in Portuguese and give ten lectures on great authors in Spanish and Portuguese literature, a series designed to assist those who join the classes in choosing suitable books for their own reading. Members of the School who enrol for the Spanish classes will be graded, so far as possible, according to their linguistic attainments in general. Besides the Beginners' class in Portuguese there will be a second-year class, assuming knowledge of grammar and some idea of pronunciation, to be conducted by Dr. J. W. Barker, lecturer in Spanish and Portuguese at the University of Cambridge. For further particulars application should be made to the Secretary, Institute of Hispanic Studies, University of Liverpool.

* * *

PSYCHOLOGICAL METHODS OF VOCATIONAL GUIDANCE.—The National Institute of Industrial Psychology is organizing a Vacation Course in the theory and practice of Psychological Methods of Vocational Guidance, to be held at the Institute of Education in London from August 6 to 16, 1935. The course is intended for masters and mistresses in public and secondary schools. The number of students will be limited. The course will include lectures, demonstrations, and supervised practical work, and a special certificate will be given to students whose work during the course is satisfactory. Particulars and application forms can be obtained from the Secretary, National Institute of Industrial Psychology, Aldwych House, Aldwych, London, W.C. 2.

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GAS DEFENCE.—On the occasion of the annual general meeting of the British Science Guild, which will be held on Wednesday, June 12, 1935, at 4.30 p.m., at the Royal Society of Arts, John Street, Adelphi, W.C. 2, Lord Melchett presiding, a lecture on "Gas Defence" will be given by Mr. J. Davidson Pratt, general Manager and Secretary of the Association of British Chemical Manufacturers.

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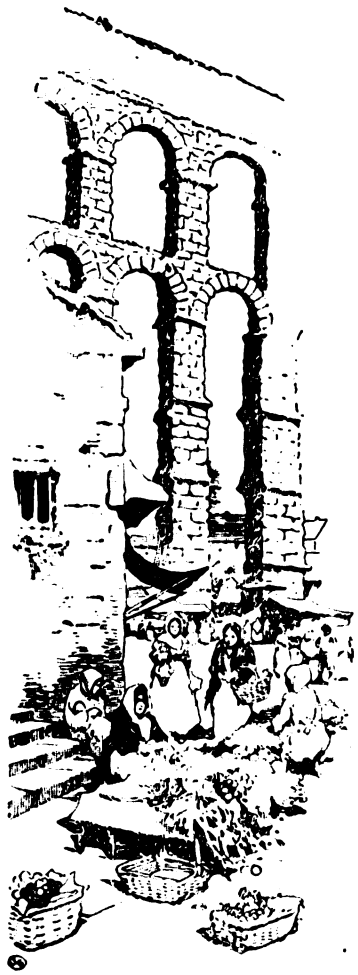

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If this first volume, which is the work of the general Editor, may be taken as an indication of the standard of the series as a whole, there can be no question as to its supreme value and importance. It contains a masterly survey of the later Stuart period. The bibliography, which runs to over thirty pages, shows that Prof. Clark is intimately acquainted with all available sources of knowledge respecting his period, and his comments upon his sources indicate that he possesses a sane and sure judgment as to their values.

He begins by telling the story of the Restoration, examining its causes, and explaining its significance. He then discusses the intellectual and economic tendencies of the age. Next he expounds the domestic and foreign policy of Charles II up to the time of the Popish Plot. Then he proceeds to treat of the religious and political conflicts that filled the troubled decade 1678–1688. The Revolution Settlement and the consequent wars next come in for treatment. The reign of Anne follows. Finally come five supplementary chapters surveying in turn the relations of England with Scotland, Ireland, and the Overseas Dominions; Literature and Thought; the Arts and Social Life. It will be found that very few aspects of the national life have been ignored in this extremely able and comprehensive survey.

There are about a dozen outline maps divided between the two ends of the book. Some of them would be greatly improved by the addition of colour.

PSYCHOLOGY AND THE SCIENCES OF MIND

The Frontiers of Psychology. By W. MCDOUGALL. (5s. net. Nisbet. Cambridge University Press.)

It has often been assumed that the sciences of nature and the sciences of mind have no contact with one another. Prof. McDougall notes the astonishing fact that the obviously close connexion of the sciences of mind (history, social anthropology, jurisprudence, ethics, politics, &c.) with psychology has usually been ignored, and that the many psychological terms which enter into the sciences of nature are taken uncritically from common speech. He believes that there is, and should be, a give and take between each of the two groups of sciences and psychology, and that where psychology touches each of them are to be found the "frontiers of psychology" and the indispensable link between them. On the whole, he has more to say about what psychology has to give than about what psychology may expect to receive. The topics in question are very numerous, and selection has been necessitated by limits of space. None the less, the author's condensed treatment is always lucid, vigorous, and, from the nature of the case, polemical. His opening chapters on the relations between the sciences, the true interpretation of the pragmatic principle, science and philosophy, and the relation of psychology to other sciences define his own position, and clear away what he believes to be pernicious errors. Nearly half the book is concerned with the "frontier" toward the abstract and physical sciences; it includes an illuminating analysis of force and energy, and of perceiving and conceiving.

His unsparing criticism of the many confusions and contradictions to be found in scientific textbooks and in popular expositions of the nature of the physical universe, written by eminent men, will be welcome to those who have been dominated, and even cowed, by the prestige of great names, so that they have come to believe what appears very dubious when submitted to psychological analysis.

To those who have come under the spell of certain continental expositions of the so-called sciences of mind, and of a psychology more directly applied to the apprehension and furtherance of "spiritual" values in growing minds, the last part of Prof. McDougall's book may prove less convincing. But what Prof. McDougall says of the relation of psychology to the sciences of mind is well worth reading. He has written a book that needed to be written; his wide knowledge, his skill and courage, his possession of definite and closely dovetailed psychological principles, have combined to throw into relief some of the most urgent problems of knowledge in its relation to modern psychology.

A FIFTH FORM DIVINITY COURSE

The Beginnings of the Christian Church. By A. R. STEDMAN. (2s. Bell.)

This book's general aim is an indication of the immense advance of methods of Divinity teaching in recent years, and of the kind of work that is being done by teachers all over the country who take their responsibilities in the matter very seriously. Mr. Stedman, who is Headmaster of Marlborough Grammar School, presents his fifth form with a year's work on the first century A.D.—assuming two Divinity periods a week—covering the background of Jewish history and thought, the life and teaching of Jesus, the Acts and the background of the Roman Empire, the life and teaching of St. Paul, and the organization and life of the Church in the Gentile world. The book uses the method of "assignments"—at the end of each section there is a list of Bible passages to be read, and a set of exercises to be written. When there is so much ground to cover the treatment must needs be somewhat superficial; even so, the use of such a book is likely to promote a much more coherent understanding of the beginnings of Christianity than the more usual study of disconnected elements in those beginnings.

In execution, Mr. Stedman's book is perhaps less successful than in aim. Mr. Stedman acknowledges his constant debt to the *New Commentary*; one wishes that his attitude towards it had been more critical—and that he was more willing to let his pupils be heretics, if to them heresy and honesty seem to go hand in hand. Such a sentence as the following is scarcely satisfactory teaching for an intelligent boy or girl of 16: "As with the Incarnation, the story of the Resurrection, one of the central doctrines of the Christian faith, must be accepted or rejected in its entirety." Nor is there anything to be gained, in dealing with miracles in Gospels and Acts, by rationalization rather than frank admission of the legendary element. Within such conservative limits, however, what Mr. Stedman writes is based on the conclusions of modern scholarship, and his book is a step in the right direction. We wish that in his suggestions for written work Mr. Stedman had shaken himself free of the School Certificate examination. Is there any religious value in such a question as this: "Arrange in chronological order the incidents recorded by St. Luke

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and St. Matthew in the life of Christ before He began His ministry" ?—quite apart from the fact that the chronology of individual Gospel writers is largely subjective, and therefore quite doubtful. The chief aim of written work on the Gospels should be to make boys and girls think out their own picture of Jesus, and apply it to modern everyday life.

SHAKESPEARE'S GREATEST PLAY

Hamlet. Edited by J. DOVER WILSON. (8s. 6d. net. Cambridge University Press.)

This is the first of Shakespeare's Tragedies to appear in this invaluable series, indispensable to all students of Shakespeare. It is dedicated to Sir Arthur Quiller-Couch, with whom Mr. Dover Wilson collaborated in editing the fourteen Comedies. There is an introduction of sixty pages, in which the Editor discusses some of the difficulties of this great play, and refers to the many important passages —many of them topical allusions—on which fresh light has been thrown in recent years. In commenting on the character of Hamlet, Mr. Dover Wilson enlarges on the suggestion he made in his recent book, *The Essential Shakespeare.* In particular he stresses the fact that Hamlet is liable to sudden attacks of ungovernable excitement and anger. What if, among the circle of Shakespeare's intimate friends, there was one who exhibited this lack of balance approaching hysteria, this convulsive oscillation between extremes of frenzy and tranquillity ? Mr. Dover Wilson is tempted to the conclusion that " the emotional stimulus for his creation came to Shakespeare from the career and personality of the most conspicuous figure in England during the last decade of the sixteenth century, namely, the brilliant, the moody, the excitable, the unstable, the procrastinating, the ill-fated Earl of Essex."

The notes cover some 120 pages, apart from a glossary of thirty pages ; and Mr. Harold Child has, as usual, written a very complete, interesting stage history of the play.

Mr. Dover Wilson confesses that he has been at work on this edition since 1917. The thoroughness of his work is suggested by the fact that this is more than twice as long as most of the previous volumes in this series, *i.e.*, the fourteen Comedies. This is, indeed, the most complete, the most satisfying, and the most helpful edition of Shakespeare's greatest play that has yet appeared.

TRAINING IN ACTING

(1) *The Production of School Plays.* By AMICE MACDONELL (AMICE LEE). (2s. 6d. net. Allen & Unwin.)

(2) *The Mirror of Acting : in Practical Lessons.* By JANET DUFF. (5s. net. Oliver & Boyd.)

(3) *Manners and Movements in Costume Plays.* By ISABEL CHISMAN and HESTER E. RAVEN-HART. (3s. 6d. net. Deane.)

Each of these volumes—each equally valuable in itself—assumes a different rôle and plays it enthusiastically.

(1) is the result of the author's wide experience in producing children's plays in London, in the country and in Canada. Even as a piece of writing this little book, strewn as it is with personal reminiscence and anecdote, is very interesting. Stress is laid upon the fact that children's art, in whatever way it is manifested, has a character and requirements of its own. The author thinks that school acting has not had its fair share of attention in the efforts made to raise the general standard of amateur acting, and suggests that school plays might well extend their scope—troupes visiting other schools in the same way as sports teams already do. Her advice on choice of plays is priceless, as is also the bibliography.

(2) adopts an original and effective method in the form of a dialogue between would-be actors, Mr. and Mrs. Blank, and Myself, the instructor. It has an entirely different purpose from most books on acting, being concerned with the means by which the player's mind may be made receptive to the significance of movement and sound. From the introduction by Agnes Mure Mackenzie, we learn that the author was first trained as a singer. Then for years she taught dancing on Greek principles, later working out problems of expression by means of the body, including control of the voice. There are no illustrations, the student apparently being expected to practise in front of a mirror, all the movements suggested.

(3) Under the following chapter headings : Deportment, Manners, Ceremonial, Weapons, Dances, almost meticulously detailed and often amusing instructions are given, some specially intended for producers in remote villages. Chapter VII is novel and diverting, describing characteristic gestures, manners and customs of other races and of other periods of history. Indeed, the constantly quoted supporting evidence from historical documents forms a new and interesting feature.

THE SCHOLAR'S LIBRARY

Julius Caesar. By WM. SHAKESPEARE. Edited by F. ALLEN.

Antony and Cleopatra. By WM. SHAKESPEARE. Edited by G. BOAS.

The Life of King Henry the Fifth. By WM. SHAKESPEARE. Edited by DOROTHY M. STUART and E. V. DAVENPORT.

Hamlet. By WM. SHAKESPEARE. Edited by A. ALINGTON.

Readings from the Scientists : An Anthology. Selected and Edited by J. E. MASON.

Modern Poetry, 1922–1934 : an Anthology. Selected and Edited by M. WOLLMAN. (2s. 6d. each. Macmillan.)

Of these four additional Shakespeare plays to be added to the " Scholar's Library " the most attractive are Mr. Allen's *Julius Caesar* and Mr. Boas's *Antony and Cleopatra.* Mr. Allen's introductory essays are particularly helpful. His studies of the four main characters supply just the guidance that the average School Certificate candidate requires. His introduction also deals adequately with *Shakespeare and Plutarch,* and with *The Use of the Supernatural in the Play.*

Antony and Cleopatra is a rather more difficult play and not likely to make such an appeal to the younger students. Mr. Boas's scholarly and competent edition will supply a real need and should appeal both to the senior student and to the general reader. In an introduction of eighteen pages, twelve pages are given to a study of the characters ; in the remaining six pages the editor discusses The Poetry of the Play and The Historical Background.

The editions of *Henry V* and *Hamlet* scarcely seem to reach the same high standard. The introduction to Henry V is rather discursive and not altogether relevant to the play. The space might have been used to better advantage. Some of the twelve essay questions are not well selected. Such as the following can scarcely be called questions on this play :

" Discuss the braggart in literature."

" Examine Shakespeare's Welshmen, with special reference to Fluellen."

" Discuss what was the Elizabethan idea of the Plantagenet Period."

A similar criticism may be directed against Mr. Adrian Alington's edition of *Hamlet.* One wonders for what type of reader such questions as the following may justifiably be set ?

" If a modern dramatist were to make a play out of the Hamlet story, how do you suppose his treatment would differ from Shakespeare's ? Write an imaginary outline of his play."

In *Readings from the Scientists* Mr. J. E. Mason has collected twenty-one passages from eminent men of science ranging in time from Gilbert White to Sir James Jeans. The passages are grouped into nine sections—Chemistry, Geology, Natural History, Mechanics, Exploration, Astro-

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nomy, Physics, Science and Art, and Fiction. The last named of these is represented by an extract from *The Time Machine*.

Mr. Maurice Wollman has supplied a really helpful guide to the poetry of the last twelve years. No fewer than 113 writers are represented in his anthology of *Modern Poetry*, 1922–1934, some by single poems, others by five or six poems. No attempt has been made to group the poems according to theme, or to arrange the writers in any order. Perhaps in this the compiler has intentionally attempted to convey the infinite variety of thought and aim among modern writers of poetry. There is a short critical introduction, and many readers will welcome the biographical notes.

Minor Notices and Books of the Month

ART

Russian Art. Edited by Prof. D. T. RICE. (2s. 6d. net. Gurney & Jackson.)

This book was intended to help visitors to the exhibition of Russian art, which was held at No. 1 Belgrave Square, to understand and appreciate what they see. For many reasons our knowledge of Russian art has been rudimentary. Our books on architecture are content with a bare mention of the Byzantine influence, but tell us little of the Russian modifications of the traditional style. This excellent little book, written by specialists on the various branches of art in Russia, is, so far as we know, the only work of its kind in English.

Object, Plant, and Memory Drawing for Schools. By A. SMITH. (3s. 6d. net. Pitman.)

This book is planned on the sound method of teaching object drawing through the use of the geometric models as type forms. Though not the first book of its kind, it contains perhaps a larger and more varied collection of illustrated examples than any of its predecessors. It is therefore regrettable that such a useful book should be marred by mistakes, such as the repetition of the old fallacy that the axis of the ellipse is always at right angles with the axis of the solid. So far from this being always the case, it is true of horizontal circles only if their centres lie in the principal median of the picture plane and the horizontal plane, as a few experiments by tracing on a sheet of glass will show. We would emphasize this point because the oft-repeated mistake has been responsible for much faulty drawing and confused thinking. An elementary knowledge of conic sections would save art masters from this and similar errors in both the representation of the circle and the sphere. These thought-saving " rules " would be true only if the science of perspective postulated an ideal spherical glass shell instead of a flat picture plane. Mr. Smith's theory is also at fault in his chapter on light and shade. His statement that the lightest part of a sphere is that on which the rays fall at right angles shows that he has not grasped the full implications of that fundamental law of optics that the angle of incidence is equal to the angle of reflection. These mistakes have been made by many writers on object drawing, and it is time they were eradicated from our textbooks.

Introductory Handbook to the Styles of English Architecture : a Companion to the Series of Large Scale Comparative Diagrams (Size 30 by 20 in.), *Prepared for the Use of Schools, Teachers, Students, and Others.* By A. STRATTON. Part I. *The Middle Ages (Saxon Times to the Fifteenth Century).* Second Edition, Revised. (1s. 6d. net. Batsford.)

The first edition of this handbook and the wall diagrams to which it refers have already been reviewed in our columns. Both the books and the diagrams are very valuable aids to the important study of English architecture in elementary and secondary schools, and we are glad to know that a second and revised edition of the handbook has been called for. The only adverse criticism we have to make of the whole series of diagrams is that the example given of a " perpendicular " window does not show the characteristic transoms.

Bookbinding for Schools : a Textbook for Teachers and Students in Elementary and Secondary Schools and Training Colleges. By J. S. HEWITT-BATES. Second Revised Edition. (6s. net. Leicester : The Dryad Press.)

BIOGRAPHY

Some Memories, 1901–35 : a Publisher's Contribution to the History of Publishing. By G. G. HARRAP. (3s. 6d. net. Harrap.)

The story of the growth from small beginnings of a large and successful business house is always interesting, and this is particularly true when it is told by the founder in an attractive style revealing an engaging personality. It is easy to see that this firm's success is due in no small degree to its treatment of the staff—" a happy family," it is called ; the early introduction of the profit-sharing scheme and a pension fund is typical of the consideration shown. Mr. Harrap emphasizes the creative side of publishing, the initiation of new books or a new series, and the search for appropriate authors to deal with special topics. The excellent photographs add to the interest of the volume.

Charles Villiers Stanford. By H. P. GREENE. (15s. net. Arnold.)

Eleven years have passed since the death of Charles Villiers Stanford without a permanent record of his life and work, but that serious omission is now adequately repaired by Mr. Plunket Greene's interesting and very human biography. Stanford's influence on the trend of British music was far-reaching ; towards the close of last century, he, together with Parry and Mackenzie, laid the foundations of a revival which has given our native composers an honourable position in the musical world of to-day. As a composer, he brought to his work an " imagination which blew in like a fresh wind from the sea " and a " spirit of adventure which laughed at conventions " ; and as a conductor, at Cambridge, Leeds, and elsewhere, a wide musical experience and ripe scholarship. But it was as a teacher, perhaps, that his influence was greatest, for there are few among contemporary British composers of note who have not enjoyed the benefit of Stanford's wise, if unconventional, guidance. Mr. Plunket Greene writes of his lifelong friend and compatriot with sympathy and affection, and, while he is frank about that fiery Irish temper and masterful intolerance which were the cause of much bitterness and disappointment, he makes us understand the strong devotion and loyalty with which Stanford inspired all his pupils. The author firmly refutes the suggestion, often made, that Stanford resented the arrival of Elgar, and he has a finely discerning chapter on the songs, of which he has been one of the foremost interpreters.

Great Lives. Drake. By D. BELL. (2s. net. Duckworth.)

A succinct and vivacious biography of the greatest of Elizabethan seamen in Messrs. Duckworth's valuable " Great Lives " series which now numbers nearly fifty volumes.

Fifty Years in Public Health : a Personal Narrative, with Comments. By Sir ARTHUR NEWSHOLME. (15s. net. Allen & Unwin.)

Great Lives. Abraham Lincoln. By D. W. BROGAN. *Captain Cook.* By Lt.-Comdr. R. T. GOULD. (2s. net each. Duckworth.)

A Pilgrimage of Ideas, or the Re-education of Sherwood Eddy. By SHERWOOD EDDY. (10s. 6d. net. Allen & Unwin.)

Great Lives. Tolstoy. By G. ABRAHAM. (2s. net. Duckworth.)

Oliver Cromwell and the Rule of the Puritans in England. By Prof. C. H. FIRTH. New Edition. (5s. net. Putnam.)

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CLASSICS

Graded Caesar. By E. G. A. ATKINSON and G. E. J. GREEN. (1s. 9d. Longmans.)

This is a book in which we get a chapter of Caesar's Gallic War (Book III), a selection of Latin phrases (with meanings) which occur in the chapter, an explanation of the new rules which occur in the chapter, English-Latin sentences based on previous chapters. The chapters introduce new rules progressively, the order of introduction is determined by the frequency and importance of the rules. The selection of phrases is intended to encourage the building up of a phrase-book. The English-Latin sentences are so arranged as to help in translating the Caesar. It is a book which carries out its aims with success.

An Outline of Homer. Selected and Edited by G. HIGHET. (4s. Gollancz.)

This is, as its title implies, an outline of Homer. We get extracts from the Iliad and Odyssey dealing with such well-known characters as Helen, Achilles, Hector, and Odysseus. Then we are introduced to Alcinous' Palace, to Scylla and Charybdis. The later sections of the book deal with city life, country life, sport, sacrifice, and omens. All are dealt with competently. There are sections upon religion, and a good idea may be gathered of the prominence which it played in Homeric times. The whole is treated with a lucidity and power which bring things well before the reader's mind.

Arva Latina. Book V. *The Story of the Early Roman Empire from Latin Authors,* 44 B.C.–A.D. 117. Edited by C. R. EVERS. (1s. 6d. Dent.)

The aim of this book is to give a brief outline of a period of Roman history, whose importance is now becoming more and more realized—the years from 44 B.C. to the death of Trajan. Selections are given from different authors, as various as Suetonius, Nelleius Paterculus, Tacitus, Juvenal, and Seneca. Pliny's Letters and Martial afford, of course, most valuable evidence. It has not been possible to choose passages of equal difficulty throughout the book, but it is hoped that the notes will remedy this. The passages chosen will be found to deal chiefly with life in the capital.

Junior Latin Composition. By G. BOLTON. (3s. 6d. Gollancz.)
A Greek Grammar. By G. BOLTON. (3s. 6d. Gollancz.)

That one author should have produced both a Greek grammar and a book on junior Latin composition speaks well for his position in the school. Nothing can be more important than the elementary stages in the teaching of a language, and that is why Mr. Bolton devotes himself to the production of these two books, both of which are examples of very careful and conscientious thinking. The beauty of Greek grammar, he says in his Preface, is its extreme simplicity, and his book certainly succeeds in demonstrating this. The Latin composition is almost a model of lucidity. We strongly recommend it.

Selections from the Greek Lyric Poets (excluding Pindar) : from Kallinos to Bakchylides. By R. S. STANIER. (3s. 6d. Gollancz.)

The modern schoolboy is to be congratulated upon the age in which he lives. To have a school book which presents a selection from Greek lyric poets is a thing unknown to his father. He has a wonderful collection in which he may browse with pleasure and profit, and acquire a love for the authors, which will remain throughout his life. He will acquire a scholarly appreciation for the writers which are dealt with. To read selections from Greek lyric poets may be a good introduction to the beauties of Greek literature, and the modern schoolboy will have reason to be grateful for being so introduced.

The Story of Scipio Africanus. Part II. *In Africa, in Asia, and in Civil Life : From Livy.* Edited by C. G. POPE. (3s. 6d. Muller.)
Aeschylus. The Seven Against Thebes (Septem Contra Thebas). Translated into English Rhyming Verse, with Introduction and Notes, by Prof. G. MURRAY. (Cloth, 3s. net. Paper, 2s. net. Allen & Unwin.)
Tironibus : a First Latin Reading Book. By G. M. LYNE. (1s. 9d. Arnold.)
The Iliad of Homer. Translated by Sir WILLIAM MARRIS. (6s. net. Oxford University Press.)
Latin for Schools. By G. IRWIN-CARRUTHERS. (4s. University Tutorial Press.)

ECONOMICS

Principles of Economic Planning. By G. D. H. COLE. (6s. net. Macmillan.)

The term "planning," according to Sir Basil Blackett, "has become a *cliché* and is correspondingly devoid of content to most of us." It has succeeded "rationalization" as a "blessed word" among those who seek a drastic remedy for economic ills, and it is so vague as to admit of a wide variety of meanings. For the author of this book it means the deliberate organization of industry, commerce, and distribution within the existing constitutional framework, and therefore, of course, by non-revolutionary means. He believes that British capitalism, though sick, is not yet dying, so that what is required is a modification of it rather than a substitute for it. It is impossible to summarize shortly the contents of such a long and closely-reasoned book, but it is interesting to note that on the crucial question of distribution Mr. Cole accepts the communistic solution of payment according to need—an equal "social dividend" for everyone, supplemented by earnings, which "will become, under such a system, more and more of the nature of 'pocket money.'" The author concludes: "If the people of Great Britain, or of any Western country working under the parliamentary system, can make up their minds to want a planned economy, I feel no doubt of their ability to make it operate with success." This may be true; but everything turns on that "if," for not everyone is enamoured of the uniformity that, rightly or wrongly, such schemes inevitably suggest.

If I were Dictator. By J. MAXTON. (2s. 6d. net. Methuen.)

Mr. Maxton's ideal world is a unified one. "I have provided it," he says, "with a new unity, a common purpose, a common language, a common currency"—and, of course, with a communistic system of distribution. By a strange coincidence we turned straight from his book to Mr. H. A. L. Fisher's new *History of Europe*, and lighted on these words: "Ever since the first century of our era the dream of unity has hovered over the scene and haunted the imagination of statesmen and peoples. Nor is there any question more pertinent to the future welfare of the world. . . ." We fear, however, that Mr. Maxton has not solved the problem, and that there is more imagination than constructive statesmanship in his dream of world unity.

Student's Note-Book of the Elementary Principles of Commercial Law. By J. D. BERBIERS. (3s. Macmillan.)

This is a "note-book" in the strict sense—the tersest of summaries, such as a competent student would make for himself during his reading or lectures. It is printed in a convenient small quarto book of eighty pages, with the right-hand pages left almost entirely blank for manuscript notes. The author is an experienced lecturer and examiner, and he has done his work admirably. The book is provided with a general index and also an index of cases.

Groundwork of Commerce. By H. L. JONES. (2s. Arnold.)

A very useful first-year textbook on the usual lines, giving due attention to the economic and historical bases of the subject. The questions at the end of each chapter are taken from public examination papers. The book is well worth the attention of commercial teachers.

The Economics of National Independence and the Facts of International Trade. By N. TINDAL. (3s. 6d. net. Bale & Danielsson.)

Pamphlets on the New Economics. No. 5. *Social Credit and the Fear of Leisure.* By A. R. ORAGE. No. 6. *Social Credit and the War on Poverty.* By the Very Rev. Dr. H. JOHNSON. No. 7. *The National Dividend : the Instrument for the Abolition of Poverty.* Edited by W. WARD, with a Summary and Conclusion by M. BUTCHART, and an Epilogue by P. MCDEVITT. No. 8. *Social Credit : an Impact.* By E. POUND. No. 9. *Alfred Venison's Poems : Social Credit Themes.* By the POET OF TITCHFIELD STREET. (6d. net each. Nott.)

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EDUCATION

The Hedge Schools of Ireland. By Dr. P. J. DOWLING. (10s. 6d. net. Longmans.)

Dr. Dowling, in this well-documented history of the Hedge Schools, describes them justly as truly democratic and truly national. They were born of persecution, and were illegal until the passing of the Catholic Emancipation Act. The suppression of other forms of Catholic education began under Cromwell, and they were forbidden under the penal code of William III. The Hedge Schools were held in the open air, weather permitting, " on the sunny side of a hedge or bank "—hence their name. Later they were held in cabins or huts. In spite of poverty and of difficulties of many kinds the movement was widespread, and the work accomplished under unfavourable conditions was a noteworthy contribution to the education and culture of the Irish people. Some of the hedge schoolmasters were distinguished not only by their zeal but by high attainments in scholarship ; many of their pupils achieved distinction in later life. Some of the schools were elementary ; others gave a sound classical and mathematical education. Dr. Dowling has succeeded in giving an attractive and impartial account of these Catholic schools and their influence, which should serve to correct erroneous impressions based on a too exclusive attention to Protestant educational activities in Ireland.

European Policies of Financing Public Educational Institutions. II. *Czechoslovakia.* III. *Austria.* By F. H. SWIFT. (4s. 6d. each. Berkeley, Cal. : University of California Press. London : Cambridge University Press.)

In the two volumes under review Mr. Swift has completed the second and third of his studies of the finance of education in certain European countries. His first survey dealt with France, and the countries whose policies are yet to be presented are Germany and England. The financial provisions for education in Czechoslovakia and in Austria have many interesting features which are revealed in the detailed examination of them, arranged by the author under the headings of Elementary, Secondary, and Higher Education. Valuable information is given about the organization and administration of education in each country, and this in turn throws light on the social and educational principles at the root of each system. From time to time Mr. Swift compares and contrasts conditions in his own country ; he is fully alive to the advantages of national or federal contributions to education in European lands at a time when, in the United States, in the absence of such aid, " tens of thousands of teachers are unemployed, and hundreds of thousands of children are without schools."

Local Administration in English Elementary Education, 1833–1930. By Dr. G. P. MCHUGH. (3s. 6d. Councils and Education Press.)

This reprint from *Education*, the official organ of the Association of Education Committees, will prove most helpful, not only to persons engaged in educational administration, but also to teachers, and to students in training colleges who are learning betimes how recent history explains the educational conditions of to-day. The author—for he is more than a mere chronicler or compiler—first gives a brief survey of movements between 1800 and 1833, where we find ourselves in the England of the upper and middle classes and " the lower orders " ; and he passes on to the period during which the State encouraged voluntary effort, but took no direct action. Thereafter the outstanding dates are of course 1870, 1902, and 1918. The development of local administration, in connexion with the Acts passed in these years, is carefully and, we believe, accurately traced. The author stops at the year 1930, because, as he justly remarks, little has been done since the failure of the Bill of 1931 to justify a continuance of the narrative. We have a number of histories of English education since 1800, but this book, confining itself to one important line of development, and bringing the story down to date, will certainly find a place of its own.

University of London. Institute of Education. *The Yao Tribe : Their Culture and Education.* By B. HECKEL. *Arts and Crafts in the Training of Bemba Youth.* By B. QUICK. Being Reports Presented to the Department of Colonial Education in the Institute. (2s. net. Oxford University Press.)

The two reports here printed, emanating from the Colonial Department of the Institute of Education, represent the meeting-ground between education and anthropology. We are reminded that it is fundamentally wrong to suppose that children in primitive society are not educated. They are educated entirely at home by their parents and other relatives, and their education is solely concerned with the practical arts of living. We civilized folk have gone far beyond them in both these respects, but we are not at all agreed about the functions of the home in the child's education, and certainly we are not agreed about the extent to which the practical arts of living enter into our schemes of education. In fact, the education of primitive races may have more than a theoretical or historical interest for us. We may add that, whereas Rousseau and other writers have presented their readers with a fanciful " state of nature," the writers of these reports give us the real thing. We are glad to see these reports added to the series to which they belong.

The Educational System of England and Wales and its Recent History. By H. WARD. (7s. 6d. net. Cambridge University Press.)

Unquestionably this book bears the right title, a title reminiscent of that of Graham Balfour's well-known book produced more than thirty years ago. There was room for a new book which should explain the existing system of education in this country—for at last we *have* a system—and should proceed to show how that system has developed. Perhaps it was scarcely necessary to add that the history is recent, because the system itself is for the most part of quite recent origin. Mr. Ward, in his position as an ex-inspector of schools and training colleges, as an experienced administrator, and as one who has in these latter days resumed his old acquaintance with a training college class-room, was singularly well equipped for such a piece of work, and he has done it exceedingly well. It must be understood that the reader who wants vivid pictures of what actually occurred inside the schools, *i.e.* of the sort of education that was given, must look elsewhere. But for an account of how the schools as we know came to exist at all, and in particular of the parts played by the State and by voluntary agencies, there is no surer or safer guide than Mr. Ward.

Education for Life : a Country School Experiment. By A. A. MATTHEWS. (2s. 6d. net. Nelson.)

It was Charles Lamb who wrote scornfully of objects that look like books, but are not books at all. Tried by the severest test, these chapters written by Mr. Matthews do really constitute a book. Every line of it comes from a rich experience of life in a country school—life which includes not only the school garden, but poultry, rabbits, calves, lambs, pigs, and bees. There is a chapter on handwork, and there is practical information about the provision of school meals, boots, and clothing for children of poor parents who may reside a couple of miles from the school. The title reminds us of a book published a generation ago under the title *Education by Life.* Mr. Matthews' book really answers to both descriptions. He keeps in view the sort of lives that most of the children are destined to live, and he educates them by making active use of their day-to-day environment. It is true that he has worked under exceptionally favourable conditions ; but it is the spirit of the book that constitutes its value.

A First Course in Educational Statistics. By Prof. EDNA E. KRAMER. (12s. 6d. net. New York : Wiley. London : Chapman & Hall.)

This book supplies a real need, as it is designed for students of educational statistics whose previous knowledge of mathematics is scanty. The necessary explanations and practice (*e.g.* of square root, and interpolation) are introduced at the points where they are needed, and unnecessary numerical work is avoided. The fact that the illustrative material is selected from current educational periodicals gives reality to the work.

Training for Citizenship. By Sir ERNEST SIMON and EVA M. HUBBACK. (1s. net. Oxford University Press.)

The title of this pamphlet may suggest to many teachers the proposed addition of another " subject " to the already existing load. Let them be reassured. The Association for Education in Citizenship, under whose auspices the pamphlet is issued, understands its business better than that. The writers show practical insight into all the difficulties which working teachers, in schools of varying types, are likely to encounter. They are chiefly concerned to suggest how the existing curriculum, taken broadly, may be used to further that moral training for the future citizens of a democracy for which the Association stands. About training colleges and universities they do not say much, but what they do say is important. For in such training the teacher's general outlook is of fundamental importance. Not every teacher can possess specialized knowledge, but every

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teacher can have the right point of view. We are glad to note that the Training College Association has shown practical interest in the question. And we unreservedly commend this booklet to the attention of our readers.

Basic Principles in Education. By Prof. H. C. MORRISON. (8s. 6d. net. Harrap.)

A writer on educational practice, whether he takes as his field the art of teaching or the art of school organization on the large scale, is naturally most useful to his own countrymen. And so it is only now and then that American books on practice make a direct appeal to English folk, except to those who are interested in comparative education. But a writer on educational foundations is in a different category. This book on " basic principles " is a case in point. Basic principles in education have little to do with differences of nationality or even of race. Indeed, expositions of basic principles are apt to be so general as to be regarded as useless for any specific purpose. Prof. Morrison's book certainly does not come under this head. What he is concerned with is simply clear thinking about the problems of practice, and this we take to be the best kind of theory. One does not always agree with him, and we imagine that he would be the last person to desire weak-kneed assent to everything that he writes. But whether you agree with him or not, you find yourself guided on every page of the book by one who really has an educational philosophy, by which term we may understand an unusually obstinate effort to think clearly about education. The constant insistence upon accurate use of terms is an excellent feature of Prof. Morrison's treatment of the subject. We have pleasure in recommending the book to students of education in this country.

The Johns Hopkins University Studies in Education. Edited by FLORENCE E. BAMBERGER. No. 22. *A Study of the Development of Negro Education under Catholic Auspices in Maryland and the District of Columbia.* By M. F. ROUSE. ($1.25. Baltimore : The Johns Hopkins Press.)

Technical Teaching in Theory and Practice : for Teachers in Technical Schools and Colleges. By C. H. CREASEY. (3s. 6d. net. Routledge.)

Educational Research Series, No. 32. *The Education of the Adolescent in Australia.* Edited by Dr. P. R. COLE. (10s. net. Melbourne University Press in association with the Oxford University Press.)

Educational Research Series, No. 33. *Education in Fiji.* By C. W. MANN. (6s. net. Melbourne University Press in association with the Oxford University Press.)

Educational Research Series, No. 34. *The Background of American Education : as an Australian Sees it.* By H. T. PARKER. (2s. net. Melbourne University Press in association with the Oxford University Press.)

Community Programs for Summer Play Schools : Vacation Projects in Experimental Education and Creative Recreation through the Co-operation of Schools and Other Community Agencies. By LEROY E. BOWMAN. Edited by B. C. GRUENBERG. (35 cents. New York : Child Study Association of America.)

The Chicago College Plan. By Prof. C. S. BOUCHER. (13s. 6d. net. University of Chicago Press. London : Cambridge University Press.)

Researches in Parent Education III. By Dr. R. H. OJEMANN, Dr. L. A. ACKERLEY, Dr. EVELYN I. BUTLER, BLANCHE E. HEDRICK. Edited by Dr. G. D. STODDARD. (Paper, $1.35. Cloth, $1.70. Iowa : Dept. of Publications of the University of Iowa.)

Education for Democracy : Essays and Addresses. By Dr. J. B. JOHNSTON. (11s. 6d. net. Minneapolis : University of Minnesota Press. London : Oxford University Press.)

Letters to African Teachers. Edited by H. J. E. DUMBRELL. (2s. Longmans.)

A History of Queen Elizabeth's Grammar School. Barnet. By C. L. TRIPP. (10s. 6d. net. Cambridge : Heffer.)

Étude sur l'Organisation de l'Enseignement spécial à Bruxelles. By Prof. J. FRICKX. (Bruxelles : Lamertin.)

ENGLISH, POETRY, AND DRAMA

(1) *Oxford Rapid English Readers.* By Dr. L. FAUCETT. Series A (Based on a Vocabulary of 500 Words). 1. *Cinderella and Rapunzel.* 2. *The Good Little Men.* 3. *Robin Hood and Other Stories.* 4. *Nine Fables.* Series B (Based on a Vocabulary of 1,000 Words). 1. *Stories from English History.* 2. *New Testament Stories.* 3. *Stories of Rome.* 4. *Stories of Greece.* (Paper, 4d. each. Limp Cloth, 6d. each. Oxford University Press.)

(2) *More about Peter, Jane, and Toby : a Second Word-Frequency Reader.* By R. WILSON. (1s. 4d. Nelson.)

(1) It is claimed for these neat little books that children can begin reading them for their own pleasure several months sooner than with texts not written within a fixed vocabulary limit, but this word-count must demand from the compiler much methodical and tedious work behind the scenes. Most of the stories, which are admirably chosen, are dramatized, though they can just as well be used for individual silent reading, in which case the pupils' comprehension may be easily tested by means of the questions and exercises at the end. The style throughout is excellent ; there is no writing down to little children, though the language is always simple and clear, and the books are quite liberally illustrated. (2) This second volume for quite young children introduces 326 new words, thus making a total vocabulary for the two of 646. The pictures are, as before, intimately connected with the text, and verse, letter-writing, and dialogue are introduced.

The Broadcast Word. By Prof. A. L. JAMES. (7s. 6d. net. Kegan Paul.)

Prof. Lloyd James's collection of talks, lectures, and essays should meet with a ready welcome, not only from the student of English, but from all those who realize the importance of the spoken word. It is a lamentable fact that thousands of so-called educated men give themselves away the moment they open their mouths to speak. Lecturing, preaching, and public speaking frequently sink to a level that ought never to be tolerated. Prof. Lloyd James explains that we have subjected ourselves more and more to the tyranny of the printed word, until oral English has been left to take care of itself. Now that listening-in has become a regular habit with so many millions of people, it is to be hoped that the tide has turned and that slovenly speech will no longer be so readily accepted. In his opening talk on " The Broadcast Word " Prof. Lloyd James makes an unanswerable plea for insisting on a higher general level of performance in speech. He discusses, in a very readable way, some of the problems and difficulties that the B.B.C. have had to face, and his account of the origin and growth of the B.B.C. Advisory Committee on Spoken English is full of interest. Chapter III contains six broadcast talks delivered in 1932, on " Speech in the Modern World." The chapter on " Reading Aloud, with special reference to the Bible and the Prayer Book," is full of useful suggestions and advice. This is a practical, helpful book, to be recommended unreservedly to all those who are interested in the difficult problem of raising the standard of speech.

A Modern English Course for Foreign Students. By C. E. ECKERSLEY. (3s. Longmans.)

This is really a very entertaining book, and foreigners who approach the study of English this way are to be envied. The illustrations add to the attractiveness of the book, and the talks are ideal for the purpose : even the English student will find much in them to add to his store of general knowledge. Amid so much that is admirable it is a pity to criticize, but unfortunately it is no longer true that " after an examination the best children (from the elementary schools) go to secondary or grammar schools, those who have done particularly well gaining a scholarship which pays their fees for the next five or six years."

Language. By Prof. L. BLOOMFIELD. (15s. net. Allen & Unwin.)

This is a revised, and considerably larger, version of Prof. Bloomfield's *Introduction to the Study of Language*, which appeared in New York, in 1914. There is much in the study of language to interest the general reader as well as the student, and Prof. Bloomfield handles his complex subject in a very readable way likely to appeal to the general reader. The historical survey of languages, with which the book opens, is a masterpiece of compression and reveals the magnitude of the task and the author's grasp of his subject. It is a valuable contribution to linguistic study.

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Money, Morals, and Manners as Revealed in Modern Literature. By Dr. H. V. ROUTH. (4s. 6d. net. Nicholson & Watson.)

Dr. Routh has written a really fascinating study that reveals an intimate familiarity with English literature of the last hundred years. He proves very effectively that the novelist can supply valuable material for the student of social history. The period covered is from 1820 to our own day. Dr. Routh does far more than merely re-value the Victorians. He interprets much of their writings in the light of the social conditions of the day. Many a reader who dips into this book will find a new interest in Tennyson, Carlyle, Ruskin, Morris, and others of the great Victorians. Victorian ideals such as "the ideal of a gentleman," and "the sentiment for home" are subjected to a searching and critical examination. The influence of money in the modern world, the aesthetic movement, the new humanitarianism, the war-time spirit, modern disillusionment, and the quest for a new character-type—these and other themes of the modern novel are all brought under review, and the author supports his opinions by numerous references and footnotes. This is certainly a "live" book.

Spring of Youth. By LL. W. GRIFFITH. (3s. 6d. net. Constable.)

This little autobiography is written with sincerity. It is a record of Welsh village life and reveals the influence of natural beauty on sensitive youth.

(1) *English for Senior Schools: a New Approach to the Study of English.* By W. B. LITTLE. Books 1, 2, and 3. (1s. 6d. each. Harrap.)
(2) *The Complete English.* By A. MAMOUR. Book III. (2s. 9d. Macmillan.)

(1) There is here a tendency to subordinate the imaginative to the realistic side of literature which is possibly inevitable owing to the method adopted in this eminently practical Course by the compiler, himself headmaster of a senior school. In all three volumes the immediate aim is to cultivate in the pupil the power of accurate observation, followed by description, to be completed by the drawing of his own conclusions from what he has himself observed and recorded. The writer terms it "A New Approach," and it can truly claim much that is novel in plan and execution. Many of the devices would seem to have been directly inspired by close contact with children in the class-room. The chapters headed: At the Police-Court (I); Juries and their Work; Customs Officers and their Work; Comparing Dictionaries; Conducting a Meeting (II), are all worthy of notice, as also are the hints given on the intelligent reading of news-papers (III). The pictures are not always large or distinct enough for the work depending upon them—see, for instance, the scarcely recognizable No. 1 (II, page 19). Can, "I have much pleasure to enclose" (I, page 78) be defended? (2) In Volume III, which in no way falls below its predecessors in merit, there are twenty-five lessons, each providing work in every branch of English. An ingenious literature chart of the principal writers represented in the book, ranging from Wordsworth to Stevenson, shows at a glance the period in which they lived and the length of their lives.

English Composition: a Systematic Course. By A. TURNBULL. (2s. Chambers.)
Agnes Grey. By ANNE BRONTË; *Poems* by CHARLOTTE, EMILY, and ANNE BRONTË; *With the Brontës* by FLORA MASSON. (1s. 6d. net. Nelson.)
A Primer of English Literature. By Dr. A. Compton-Rickett. Revised Edition. (1s. 6d. net. Nelson.)
Ivan the Pearl-Fisher, or, The Boy whose Dreams Came True. By MARIE BAYNE. (Paper Covers, 6d. Limp Cloth, 8d. Oliver & Boyd.)
Essays by Modern Writers. Edited by R. W. JEPSON. (2s. Longmans.)
Lighter Essays. Selected and Edited by A. J. MERSON. (1s. 6d. Longmans.)
The Thorndike Library. 1. *A Wonder Book.* By NATHANIEL HAWTHORNE. 2. *Pinocchio.* By C. COLLODI. 3. *Andersen's Fairy Tales.* By HANS CHRISTIAN ANDERSEN. 4. *Black Beauty.* By ANNA SEWELL. 5. *Heidi.* By JOHANNA SPYRI. 6. *The Little Lame Prince,* by Miss MULOCK, and *The Water Babies,* by CHARLES KINGSLEY. Edited to fit the Interests and Abilities of Young Readers by E. L. THORNDIKE. (3s. 6d. each. New York and London: Appleton-Century Co.)
A Modern English Reader, with English, French, and German Annotations. Compiled and Edited by E. SCHAAP and EVE L. PAULL. (2s. 6d. Macmillan.)
Field and Farm: an Easy Reader for Juniors. By DOROTHY V. WHITE. (1s. Oxford University Press.)
Greeks and Romans. By W. F. HOUGHTON. (2s. Macmillan.)
Joyous English. By EDITH I. WALKER. Preparation Stage I. (1s.) Preparation Stage II. (10d.) (Macmillan.)
Joyous English: a Brief Record of an Experiment in Language-Teaching. By EDITH I. WALKER. (2s. net. Macmillan.)
Joyous Stories. By EDITH I. WALKER. Book I. (1s.) Book II. (1s. 4d.) (Macmillan.)

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(1) *Modern Plays in One Act.* Edited by C. E. ECKERSLEY. Second Series. (1s. 4d. Dent.)
(2) *Heroes and Heroines.* By D. A. POCOCK. (1s. 4d. Dent.)
(3) *David Copperfield as a Boy.* Edited by G. N. POCOCK. (1s. 4d. Dent.)
(4) *High Adventure: an Anthology of Poetry.* Compiled by G. N. POCOCK. (1s. 4d. Dent.)

New specimens of these most attractive little books are always sure of a welcome. (1) In choosing these plays, the Editor has kept in view the possibility that they may be needed for reading aloud in the class-room more often than for acting, though they seem also admirably adapted for the latter purpose. The eight include a Broadcast Play, with an Introduction on Radio Drama, and the Dramatic Control Panel by Val Gielgud. The article on "The Writing of Plays" should be a real help. (2) Is a new "book of golden deeds," recounting in its thirty-three chapters heroic actions by men, women, and children, many of them little known to fame, like Robert Kett; John Kissinger, and James Moran; Wright, V.C., or William Langar, the Boy Scout.

(1) *Smuggler Island.* By G. B. RUTLEY. (1s. 4d. Arnold.)
(2) *Rivals of Camperdown School.* By C. M. BENNETT. (1s. 4d. Arnold.)
(3) *Short Stories of the Sea.* Selected, with Introduction, by J. G. FYFE. (1s. 6d. Blackie.)

(1) Even the most *blasé* child can get his fill of excitement from this story. Shipwreck, three separate imprisonments, a journey in a submarine, besides minor adventures, are all crowded into 118 pages. (2) This is very much a boy's book, though Camperdown was a mixed Council School. Football plays a prominent part, and there is a good account of a boxing-match. The English is not immaculate—"the Housemaster who was wise to these elections," page 28; "he had come over very faint," page 35; "he quietened down," page 88—but it is quite a stirring tale. (3) It is said that the best stories of the sea have been written by practical sailors, and, certainly, in this collection of nine, by far the most exciting are those by Morley Roberts, David W. Bone, and "Shalimar."

Drama in School (Illustrated): a Practical Help to all Interested in Dramatic Work. By G. H. HOLROYD. (3s. 6d. net. Allman.)

Mr. Holroyd makes a convincing plea for a wider recognition of the educational value of drama and dramatic performances in our schools and evening institutes. His hints on play production, articulation and gesture, make-up, costume, lighting, and stage effects will be found useful by many amateur producers.

The Dramatic Art of La Compagnie des Quinze. By Dr. PHYLLIS AYKROYD. (2s. 6d. net. Partridge.)

This is an account of an interesting experiment in dramatic production, that had its origin with M. Jacques Copeau at the "Vieux Colombier" Theatre, in Paris, in 1913. The modern representatives of his ideals are the "Compagnie des Quinze," into which "Les Copiaus" were transformed under the directorship of M. André Obey, who joined them in 1929. The Compagnie des Quinze first appeared in London in 1931. Since then the return visits of these French players have been awaited with interest by an increasing body of admirers. Dr. Aykroyd here describes briefly some of the most famous productions of this talented company: "Noé," "Le Viol de Lucrèce," "La Bataille de la Marne," "Loire," and "Don Juan." She prophesies that we shall see shortly a number of English adaptations of M. Obey's plays for repertory use.

Shakespeare's The Tragedy of Hamlet, Prince of Denmark. Edited by M. J. HERZBERG. (2s. 6d. Heath.)

The Editor's introduction of fifty pages includes some helpful material for the student; and his "study helps" at the end reveal, in a way that should interest English teachers, the spirit and the method adopted in American schools in the study of Shakespeare.

King Lear. By WM. SHAKESPEARE. Edited, with an Introduction and Notes, by Dr. F. E. BUDD. (2s. 6d. Macmillan.)

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HISTORY

The League from Year to Year (1934). (1s. Geneva: Information Section, League of Nations. London: Allen & Unwin.)

This is the official year-book of the League of Nations. It gives detailed information of the League's activities in the matter of disarmament, the evacuation of the Saar, the maintenance of the freedom of Danzig, the execution of the League's mandates in different parts of the world, and so on. It is more economical in its reports concerning the recalcitrance of Japan, the rebellion of Germany, and the financial defalcations of many of its members.

Histories. By C. H. K. MARTEN and E. H. CARTER. Assisted in Book IV by H. DE HAVILLAND. Book IV. *The Latest Age.* Revised Edition. (Oxford: Blackwell.)

A revised edition of a well-known and justly popular textbook. The novel features are to be found in the two closing chapters, which bring the narrative down to 1934 and provide much material for lessons in civics.

Builders of Europe. Vol. II. *The Renaissance and After.* By Dr. E. PRIESTLEY. (2s. 6d. Dent.)

The biographical approach to history is becoming increasingly popular among skilled educationists. In the volume before us Dr. Priestley succeeds admirably in giving a coherent sketch of European history during the sixteenth and seventeenth centuries by means of sketches of the careers of such representative figures as Lorenzo de Medici, Christopher Columbus, Martin Luther, and Cardinal Richelieu. An interesting and well-illustrated textbook.

(1) *Twenty-five Years a King: the Book of the Pathé Film.* Compiled by the Rt. Hon. Sir AUSTEN CHAMBERLAIN. (2s. 6d. net. Black.)

(2) *Twenty-five Years of the Reign of King George V: a Silver Jubilee Memorial.* By Sir. J. A. R. MARRIOTT. (2s. 6d. net. Methuen.)

(1) Sir Austen Chamberlain's book consists primarily of eighty-three pictures taken from the Pathé film which commemorates the King's reign. Sir Austen supplies an appreciative foreword and also a note to each of the illustrations. Unfortunately, the illustrations have come out badly. Their blurred and indistinct outlines are unworthy of the general excellence of the volume. (2) Sir John Marriott's succinct and vigorous narrative of the past twenty-five years is one of the very best of the numerous Jubilee books now available.

The Kingsway Histories: for Seniors. By E. W. WILLIAMS. Book I. *From Roman Britain to* 1485. (Manilla, 1s. 9d. Cloth, 2s. Book II. *The Tudors and Stuarts.* Book III. *George I to the Battle of Waterloo.* Book IV. *The Nineteenth Century and Modern Britain.* (Manilla, 2s. each. Cloth, 2s. 3d. each. Evans.)

Mr. Wynn Williams writes with all the authority and ability of a widely-experienced inspector of schools. He knows what is wanted by pupils of the age of 11 and upwards, and he has provided it with masterly skill. His little manuals are marked by great simplicity of language, by a careful selection of topics likely to interest children, by lucid and logical arrangement, and by a judicious selection of illustrations. We confidently predict for these four volumes an extensive and long-continued vogue.

A Short History of the British Empire. By the Rev. H. W. CLARK. (7s. 6d. net. Muller.)

The "Pioneer" History Series. By D. M. GILL. Book One. *Pioneers of Home Making.* (1s. 9d.) Book Two. *Pioneers of Greece and Rome.* (1s. 10d.) Book Three. *Pioneers in Britain and Europe.* (2s.) Book Four. *Pioneers of World-wide Changes.* (2s. 6d.) (Pitman.)

An Atlas of European History: from the Second to the Twentieth Century. By J. F. HORRABIN. (3s. 6d. Gollancz.)

Macmillan's Senior School Series. *History Study.* Book I. (55 B.C.–A.D. 1714). By P. M. LAW. (2s. 3d. Macmillan.)

Macmillan's Senior School Series. Terminal Book A. *Elizabeth and her People.* By ROSAMUND M. WHITE. (1s. 2d. Macmillan.)

MATHEMATICS

Practical Geometry for Senior and Central Schools. By J. A. CRABB. Books I, II, and III. (Paper, 8d. each. Limp Cloth, 10d. each. Macmillan.)

These small, cheap, and well-printed little books contain an informal and up-to-date course of geometry in which theory and practical work are well blended. Book I covers scale drawing and triangle properties. Book II includes quadrilaterals, loci, areas. Book III has an attractive course through similarity, the tangent of an angle, circles, nets of solids, Pythagoras' Theorem, simple plans and elevations. Each book opens with a summary of what has gone before, and ends with a set of miscellaneous exercises. Descriptions and arguments are sufficiently full to enable the pupil to read independently of the teacher. Any boy or girl working through these books should obtain in a very short time a clear grasp of the essentials of geometry.

Solid Geometry. By L. LINES. (6s. Macmillan.)

This book is a noteworthy addition to the small group of textbooks on solid geometry for use in post-certificate classes in schools. It is intended primarily for Higher School Certificate candidates, and such students will find all, if not more than, they require in the first half of the book. The second half contains unusual and welcome chapters on certain comparatively recent developments of solid geometry. In particular there is a full discussion of patterns and crystal forms. At the same time attention has been given to details of teaching practice. Throughout the book, the arguments are thoroughly formal and clear, though intuition, analogy with plane geometry, and tabulation are used to suggest new properties and relationships. There are abundant worked examples covering those difficulties usually encountered by beginners. At the end of each chapter are three classes of examples, arranged in order of difficulty. A novel system of reference numbers is used in proofs of theorems and riders. Diagrams are plentiful and clear. The more advanced sections deal with rabatment, polyhedra (semi-regular and star), and the applications of solid geometry to crystal structure is developed in chapters on Space Lattices, Sphere Packs, Patterns, and Crystals. The book concludes with a set of seventy-five miscellaneous exercises from Higher School papers, with answers.

Elementary Practical Mathematics: a Textbook Covering the Syllabuses of Examinations in Practical Mathematics for the National Certificate. By E. W. GOLDING and H. G. GREEN. Book III (Third Year). (5s. net. Pitman.)

A Concise Algebra. By S. H. J. COX. (2s. 6d. Rivingtons.)

School Certificate Mathematics. Algebra, Part II. By Dr. H. J. LARCOMBE and J. K. FLETCHER. (With Answers, 4s. Without Answers, 3s. 6d. Cambridge University Press.)

Tests in Mental Mathematics. By A. J. LILLIMAN. Book I. (Pupils, 10d. Teachers, 1s. Harrap.)

Macmillan's Senior School Series. Terminal Book A. *The Arithmetic of Time and Distance.* By F. W. CHAMBERS. Terminal Book B. *The Arithmetic of Farm and Garden* By W. CARR. Terminal Book C. *The Arithmetic of Logarithms.* By F. W. CHAMBERS. (1s. each. Macmillan.)

Macmillan's Senior School Series. *Arithmetic.* By F. W. CHAMBERS. (First Year, 1s. 9d. Second Year, 2s. Macmillan.)

Holmes' Comprehensive Arithmetic. Book I (Junior Division, First Year). (Cloth, 6d.) Book II (Junior Division, Second Year). (Cloth, 7d. Cloth, 9d. Glasgow: Holmes.)

Larcombe's Supplementary Practice Arithmetics: Sums Without Words. By Dr. H. J. LARCOMBE. Books 1, 2, and 3. (5d. net each. Evans.)

A "Shilling" Arithmetic. By C. PENDLEBURY and W. S. BEARD. 38th Impression. (Without Answers, 1s. 9d. With Answers, 2s. 3d. Bell.)

The Natural Logarithm. By Sir C. V. BOYS. (2s. Wightman.)

An Introduction to Mathematics. By R. W. SMITH. (5s. Gollancz.)

A Course in Business Statistics: the Elements of Statistical Methods, with Exercises and Answers. By C. H. BAYLISS. (3s. 6d. Pitman.)

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MUSIC

FOR THE GRAMOPHONE

Columbia Records. (Columbia Graphophone Co.)

BERLIOZ. *"The Corsair" Overture.* Sir Hamilton Harty conducting the London Philharmonic Orchestra. DX 664. 4s.

DE PEARSALL. *O who will o'er the Downs so free.*

BARNBY. *Sweet and Low.* Sung by the Angelus Glee Club. DB 1495. 2s. 6d.

TCHAIKOVSKY. *None but the weary heart.*

PAGANINI. *Two Caprices.* Nos. 13 and 5. Viola Solos by William Primrose. DX 665. 4s.

Sir Hamilton Harty, an ardent disciple of Berlioz, brings all his enthusiasm for, and knowledge of that composer to an exciting performance of "The Corsair" Overture. The recording is excellent and the playing has the brilliance and dash we expect from the London Philharmonic. The Angelus Glee Club is a well-balanced choir and evidently possesses some first-rate altos. The singing is expressively finished and the words clear. Mr. Primrose, well known as a violinist, has lately turned his attention to the viola, inspired no doubt by the example of Mr. Lionel Tertis. In these solos, which he has arranged, he shows himself a skilful exponent of his new instrument.

HANDEL. Choruses, *"But as for His people," "Moses and the Children of Israel"* (*"Israel in Egypt"*). LX 378. 6s.
Duet. *"The Lord is a Man of War"* (*"Israel in Egypt"*). LB 20. 4s.
The Leeds Festival Choir, with the London Philharmonic Orchestra, conducted by Sir Thomas Beecham.

BERLIOZ. Overture *"Beatrice and Benedict."* Sir Hamilton Harty conducting the London Philharmonic Orchestra. LX 371. 6s.

MOUSSORGSKY. *A Night on a Bare Mountain.* Colonne Symphony Orchestra, conducted by Paul Paray. LX 384. 6s.

The records taken at the Leeds Festival of last October are a notable advance on all previous efforts in the reproduction of combined choral and orchestral performances. The rich and glowing vitality of these fine Yorkshire voices has here been splendidly caught, the orchestral accompaniment is no longer merely an insignificant background to the voices, and one has a strong sense of being present at an actual performance. In the duet, "The Lord is a Man of War," the basses of the Leeds chorus provide a thrill of the first order by their magnificently virile singing. Sir Hamilton Harty, always at his best with Berlioz, directs a sparkling performance of the overture to that composer's only comic opera, and Moussorgsky's vigorously descriptive and characteristically rhythmical orchestral fantasia is vividly played by the famous Parisian orchestra.

VOCAL MUSIC

A batch of recent additions to their well-known series of school songs has been sent by Messrs. Edward Arnold. Amongst the unison songs are several attractive numbers for infant and junior classes by T. F. Dunhill, George Rathbone, Harold Rhodes, and Stanley Marchant; and there are two-part songs by Colin Taylor (effective settings of poems by Hugh Chesterman), Cecil Sharman, and Harold Sykes. Dr. Dyson's *"Valour,"* a unison setting of Bunyan's words, begins well with a sturdy melody, but loses directness in some abrupt key changes and a somewhat less than spontaneous piano accompaniment. Of six new descants to traditional airs, by T. F. Dunhill, all are good, but a beginning might well be made with *"The Swift Sword of Erin," "The Flowers of the Forest,"* or *"Aye Waukin' O!"*

The Oxford University Press send several new numbers in their various series of choral songs. Harry Brook's setting for two voices of Bridge's "The Pinks" has a quiet charm, and for unison singing there are "Derelict: The Lament of the Idle Ships," by Harold Rhodes, impressive but rhythmically not easy for young singers, and "En passant par la Lorraine," the delightful old French air arranged with varied accompaniment and a descant by Hubert J. Foss. To the songs from the Old Masters are added three Schubert songs, "Die Erscheinung," "Der Schiffer," and "Im Frühling," a splendid Bach aria, "Thou, Lord, dost crown alone," from Cantata No. 187, all with English and German words, and "Welcome thou whose deeds conspire," from Handel's "Jephthah." The volume of *"Sixty Songs for Little Children"* is now available in a words only edition.

Music in the Modern School: a Manual for all interested in the Teaching of School Music. By Dr. T. R. MAYNE. (5s. net. Dent.)

Dr. Mayne's manual deals with the actual conditions of the schoolroom in regard to music, and it is intended also to be of assistance to students offering school music-teaching at such examinations as those for the diplomas of the R.A.M., R.C.M., and T.C.L. He emphasizes the importance of music as a subject in education, and pleads especially for as wide a musical curriculum as possible, embracing at least voice-production, song-singing, aural training, appreciation, and theory. The child, the teacher, and the lesson are fully discussed, and there are interesting chapters on appreciation and miscellaneous activities and devices. A helpful book for both teacher and student.

The Boy's Changing Voice. By W. N. MELLALIEU. (1s. net. Oxford University Press.)

Mr. Mellalieu has made a close study of the adolescent boy's voice, and in this little book he outlines the methods which, for the past seven years, he has used at the Royal High School, Edinburgh, with such success that, as he says, adolescent boys have taken part in school concerts and other musical activities, singing part-songs and choruses to their own obvious enjoyment, and to that of their audience. Teachers who have hesitated to continue the singing of their older boys, or who have not yet produced the results for which they had hoped, should study this book, where, for the first time, the subject is treated in a thoroughly practical manner, based upon actual experience.

Intelligent Listening to Music: a Guide to Enjoyment and Appreciation for all Lovers of Music. By W. W. JOHNSON. (5s. net. Pitman.)

Yet another book, and a good one, designed to help that new body of listeners created by wireless and gramophone. The earnest seeker after musical enlightenment will find it here, expressed with admirable clarity, and with a skilful avoidance of technical terms. Mr. Johnson has a happy knack of getting to the heart of his subject in very few words, and under his guidance such things as Fugue, Equal Temperament, and the differences between classic, romantic, and modern music lose all the terrors they generally hold for the novice. An opportunity for further study is provided by the hints and suggestions appended to each chapter, an excellent and helpful feature of the book.

Macmillan's Model Piano Keyboard, and Twelve Pointers. Designed for the Use of Music Pupils and Piano Students by Sir WALFORD DAVIES and H. L. WILLIS. (1s. 6d. Macmillan.)

An Easter Carol Service. Compiled by P. DEARMER. (9d. Oxford University Press.)

According to the Summer List issued by MESSRS. J. M. DENT & SONS, LTD., three new volumes by modern authors are being added in June to Everyman's Library: the authors are Hugh Walpole, Arnold Bennett, and Pierre Loti. This will bring the Library up to 920 volumes. The concluding twenty volumes of the New Temple Shakespeare, including a life of Shakespeare, are also announced.

* * *

VICTORIA COUNTY HISTORY.—Mr. L. F. Salzman has been appointed general Editor of the Victoria County History, in succession to the late Dr. William Page. The Victoria County History, of which Dr. Page was the owner as well as the Editor, was given by him to the University of London shortly before his death, and is now controlled by the Institute of Historical Research. The management of the History is in the care of a special committee, of which the chairman is Sir Charles Peers, sometime architectural Editor of the History, an ex-president of the Society of Antiquaries, and formerly Chief Inspector of Ancient Monuments. The second volume for Rutland, in which is included a memoir of Dr. Page by Sir Charles Peers, and a bibliography of Dr. Page's writings compiled at the Institute of Historical Research, has just appeared. Other volumes which will appear in 1935 are the third volume for Huntingdon and the third volume for Sussex, while Sussex, volume nine, and Northamptonshire, volume four, may be published before the end of the year. Work is being begun upon Kent, volume four, Cambridge, volumes one and two, and Oxford, volume one.

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PSYCHOLOGY

The Neurotic and his Friends. By Dr. R. G. GORDON. (2s. 6d. net. Methuen.)

In a very small compass, Dr. Gordon describes clearly the main types of neurotic behaviour, clears away popular misconceptions on the subject, and explains the best methods of helping neurotics in the early stages. He points out the importance of refraining from criticism and unsought advice, and maintaining a hopeful attitude with regard to any psycho-therapeutic treatment which is being tried. A very practical and sensible little book.

Child Psychology. By Prof. G. D. STODDARD and Prof. B. L. WELLMAN. (10s. 6d. net. New York: Macmillan.)

A book for the research student rather than the general reader. The authors are both experts and in this volume give a critical summary of important experimental work undertaken recently in the field of child psychology. They discuss no theories of education, but rather present a wealth of material on which others can base their theories. A useful introductory chapter on methods of research warns the reader of some of the difficulties inherent in the subject, and the main body of the volume is concerned with the motor, mental, and social development of young children. The long list of references shows that the American field is well covered, but much of the work done in England and on the Continent is ignored.

The World of Colour. By Prof. D. KATZ. (15s. net. Kegan Paul.)

The title of this volume may mislead the general reader. The book is a technical exposition of experimental work in the psychology of colour and illumination, and a discussion of the main German theories on the subject. The first edition appeared in 1911, and the second, of which the present volume is an abridged translation, in 1930. It surveys a wide field, and gives a specially thorough treatment of the topic of colour-constancy, in animals and children, as well as adults; and to all who are working on these problems it will be an invaluable aid. It will also be welcomed by the many friends the author has made since he came to reside in this country.

Psychology for Everyman (and Woman). By A. E. MANDER. (1s. net. Watts.)

The latest edition to "The Thinkers' Library" gives a very clear and simple summary of McDougall's theory of the instincts and William James's advice on habit. The illustrative anecdotes are aptly chosen, and the little book should give beginners a taste for the subject.

Dictionary of Psychology. Edited by H. C. WARREN. (15s. net. Allen & Unwin.)

During recent years the face of psychology has been changed almost beyond recognition. A new dictionary of its terms has long been overdue, and on the whole the present volume fulfils admirably its purpose. It covers a wide field, including what at first sight may seem to older students to have very little to do with psychology. This liberality of inclusion is indirectly a testimony to the divergent psychologies which still await their synthesis. With a few exceptions the work has been compiled by American scholars, each definition being judged by at least two selected experts and subject to final scrutiny by the editor. So far as can be judged by a random selection of numerous examples, many of the definitions are admirable in themselves and illuminated by short notes on current usage added to them. Some of the definitions, however, are too technical to be self-explanatory, and the descriptions of apparatus used in psychology would have been more serviceable if accompanied by diagrams. It is symptomatic of the present trend of psychology that a large amount of space is given to neurological, physiological, and mathematical terms. Psychiatry also receives its due meed of attention. Terms are also drawn from other spheres of knowledge in so far as they have a bearing on psychology. There are also a number of technical appendices, and useful glossaries of French and German words used in psychology. The whole constitutes a work of reference which no student of the subject can afford to neglect.

A Short Introduction to the History of Human Stupidity. By W. P. PITKIN. (12s. 6d. net. Allen & Unwin.)

Imagination and Human Nature: Psyche Monographs, No. 3. By L. WELCH. (7s. 6d. net. Kegan Paul.)

Public School Education of Second-Generation Japanese in California. By Prof. R. BELL. (7s. net. Stanford University Press. London: Oxford University Press.)

Challenge to Neurasthenia. By DORIS M. ARMITAGE. Fourth Edition, Enlarged. (3s. 6d. net. Cambridge: Heffer.)

SCIENCE

Textbook of Biology. By E. R. SPRATT and A. V. SPRATT. (9s. 6d. University Tutorial Press.)

In their preface the authors state that the syllabuses of a number of examinations, of which Higher Certificate is the most advanced, have formed the basis for the choice of the materials considered in this volume. They wisely do not claim that the standard of their treatment is adequate for success in any of the examinations named; for frequently their accounts are too sketchy. It is doubtful if they are prudent in attempting to combine in one the matter suited to a textbook and that required for a laboratory manual. To keep such a book within reasonable dimensions, textbook details are apt to be curtailed and laboratory directions to be insufficient. Both these failings are here evident. It must be added that both style and punctuation are open to much criticism; and that the reviewer has compiled a formidable list of corrigenda which has been sent to the publishers.

The Ideas of Physical Chemistry. By H. MCKAY and H. A. C. MCKAY. (7s. 6d. net. Heinemann.)

In this book readers will find a refreshing and remarkably lucid account of modern views on physico-chemical themes. It will be especially useful in the schools, since the authors have skilfully reduced the mathematics to a minimum—and it is common knowledge that young students are often capable of grasping chemical ideas while still too undeveloped as mathematicians to follow the austerity of the mature physical chemist. We regard this book as a striking confirmation of the fact that it is possible to obtain a clear understanding of the bearing of theories without the necessity of a detailed knowledge of their elaboration. Higher Certificate and university scholarship candidates, as well as first year undergraduates, will warmly welcome it; and we fancy that many teachers of chemistry will be equally glad of the help it affords.

The Wonderland of Nature. By H. CORY. Book I, 1s. 4d. Book II, 1s. 6d. Book III, 1s. 7d. Book IV, 1s. 8d. Grant Educational Co.)

These form a good quartet of nature-study readers; and have plenty of practical exercises suggested for juveniles. The author is an out-door man, and culls his topics from his experiences both in this country and in the Far West. Apart from errors regarding the respiration of wood-lice (Book I, page 70) and the place of formation of the earthworm's egg-cocoon (Book II, page 88), the accounts are very accurate. The illustrations are copious and generally good, though some of the coloured are poor.

Scottish Folk-Lore and Folk Life: Studies in Race, Culture, and Tradition. By D. A. MACKENZIE. (10s. 6d. net. Blackie.)

Mr. Donald A. Mackenzie as a Highlander has the inestimable advantage that he grew up with much that survives of the Scottish folklore on which he is now widely known as an authority. He approaches it, therefore, with a familiarity which is denied a Southerner. His book might well serve as a text for an exposure of the fallacy which often underlies the use of the term "Celtic" to characterize a cultural movement or an outlook on life and letters. His analysis of Scottish folk life, tradition, and belief, shows that these are as individual as the racial "make-up" of the people in relation to the other Celtic peoples of Britain and Ireland. The restriction to Scotland of the taboo on the pig as food—elsewhere a staple of diet—is an extreme, as it is a remarkable, example. On Scottish beliefs in giants, hags or goddesses, fairies and other matters, Mr. Mackenzie will be found as entertaining as he is instructive.

Crystal Chemistry. By Dr. O. HASSEL. Translated from the German by Dr. R. C. EVANS. (6s. Heinemann.)

Prof. Hassel reviews in this book all the more important researches on crystal chemistry that had appeared up to 1933,

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with certain exceptions (*e.g.* work on liquid crystals and on the structure of many complex substances of biological interest). Though the subject is a highly specialized one, it touches the ordinary chemical course in several points, and the book is one that would usefully find a place in a school science library. The translator, Dr. R. C. Evans, has done his work admirably.

Elementary Science. By Dr. E. J. HOLMYARD. (Book I. 1s. 6d. Book II. 1s. 9d. Dent.)

Elementary Science. Book III. By Dr. E. J. HOLMYARD. (1s. 9d. Dent.)

This interesting series has been inspired by the author's study of the "Memorandum on the Teaching of Science in Senior Schools," issued by the Board of Education in 1932. It is an attempt, and in our view a successful attempt, to break away from the tendency noticed in some recent textbooks to present a general elementary survey of physical science in terms of the so-called appeal to the material in the understanding of the multiplicity of twentieth century "gadgets." For what we might call "cash-value" science is here substituted "science for its own sake," and as might reasonably be expected, the more material aspects are thus found to work their way in more naturally instead of being artificially obtruded as the bribe for study. These books are not intended for specialist study. They cater presumably for the pupil who, apart from his or her ultimate career, should yet have some training in science as part of a liberal education. There is here no sifting and separating out, say, heat for one volume, electricity for another, or chemistry for a third. Something of each is introduced in each book, carefully graded in progressive difficulty. The past is linked with the present, and utility with basic theory, with a care and a discrimination whose result is a very pleasant course of reading and study which both teachers and pupils should greatly enjoy. The field covered includes physics, chemistry, astronomy, biology, and mechanics, and the books are tastefully illustrated and produced.

(1) *Elementary Chemical Calculations.* By Dr. E. J. HOLMYARD. (1s. 9d. Dent.)

(2) *Short Course in Chemical Theory.* By E. P. WILSON. (3s. Dent.)

These two volumes are concerned with the general technique of consolidation of basic principles and preparation for examinations in chemistry. (1) Dr. Holmyard's book on elementary chemical calculations bears the characteristic stamp of the experienced teacher and examiner. Drill is as necessary in chemistry as in everything else that calls for mathematical manipulation, provided that it is the chemistry and not the mathematics that comes first. This is one of the two guiding principles of this book. The other is the wise one of instilling into the pupil of good habits in the ordered setting out of solutions. Accordingly, each chapter gives (*a*) a quick summary of principles, (*b*) specimens of fully worked out solutions, and (*c*) a series of graded examples and problems for solution by the student. (2) Mr. Wilson's book, on the other hand, is an extended notebook for purposes of consolidation and revision. Each chapter gives in note form the summaries and facts of the subject with which it deals, followed by examples and hints for further reading. A feature of the book is the inclusion of blank sheets to every alternate page, the filling of which is left to the pupil. Altogether this work impresses us as a useful adjunct to the examination equipment of all pupils, and to the teaching equipment of teachers.

Darwinism and its Critics. By Sir ARTHUR KEITH. (Clothette, 1s. Paper, 7d. Watts.)

A popular essay such as this in defence of evolution was urgently needed to counter the amazing manifestation of fundamentalism in this country immediately after Sir Ambrose Fleming's presidential address to the Victoria Institute. It is difficult to conceive how any rational being can fail to be convinced of the truth of evolution by the array of evidence here set out in masterly fashion by Sir Arthur Keith.

Scientific Progress in Recent Times. By G. P. BAILEY. (4s. 6d. net. Nicholson & Watson.)

This book, which deals mainly with modern progress in physics and chemistry, is based on a number of lectures given to Cambridge University extra-mural audiences, and is therefore of a semi-popular character. It will be found most suitable for readers who already possess an elementary knowledge of physical science. A great deal of ground is covered, and the style is pleasantly informative. It would, however, have gained if the author had realized that sentences suitable for oral delivery are not always appropriate to the medium of print, and if capital letters had not been so lavishly employed in unnecessary places.

Fine Structure in Line Spectra and Nuclear Spin. By Dr. S. TOLANSKY. (3s. net. Methuen.)

Dr. Tolansky's little monograph is intended to introduce the study of fine structure in line spectra to those already familiar with the elements of spectroscopy. Like the other volumes in this very useful series, it affords a bird's-eye view of the region under consideration, and gives full references to the more important original papers. Those about to undertake research in this important and rapidly developing branch of physics will find in Dr. Tolansky's book a very handy introduction.

A Second Chemical Exercise Book. By R. H. GIBBS. (6d. Arnold.)

The first *Chemical Exercise Book*, already reviewed in this *Journal*, has proved successful, and the author has therefore prepared a second one of similar scope but with a slightly different arrangement. For the busy teacher engaged with School Certificate or Matriculation classes, the book will provide a time-saving and efficient means of giving the necessary "drill."

Inorganic and Theoretical Chemistry. By Dr. F. SHERWOOD TAYLOR. Third Edition. (12s. 6d. net. Heinemann.)

We are glad to welcome the third edition of this book, which in the short space of four years has won a wide and well-deserved popularity. Unlike many books of outward charm, Dr. Sherwood Taylor's possesses also a solid worth that sends us back to it time after time. The reviewer's copy is always within arm's reach.

A Progressive School Chemistry: School Certificate Course. By J. M. HARRISON. (4s. 6d. Longmans.)

This book, though a sequel to the same author's *Introductory Course*, summarizes the work covered in the latter, and thus provides a self-contained course for the School Certificate, London Matriculation, and Scottish Leaving Certificate examinations. It has been carefully written, and the explanations and descriptions are such as the average boy or girl will find easy to understand; but, very properly, no attempt has been made to avoid difficulties that are inherent in the subject. Modern methods of chemical manufacture are outlined, and the book is noticeably up-to-date in this respect; it is, however, perhaps hardly full enough in its treatment of such important processes as the Haber-Bosch ammonia synthesis. In general, the course is admirably planned and elaborated, and should prove very popular.

In the Flower Garden: January to December. By G. H. COPLEY. (1s. net. Chambers.)

A History of Science, Technology, and Philosophy in the Sixteenth and Seventeenth Centuries. By Prof. A. WOLF, with the Co-operation of Dr. F. DUNNEMANN and A. ARMITAGE. (25s. net. Allen & Unwin.)

Nature Observation Pictures. British Wild Flowers: from Wayside and Woodland Blossoms, by E. STEP. *British Birds: from the Birds of the British Isles,* by T. A. COWARD. Selection and Footnotes by ENID BLYTON. (Folders, 6d. each net on paper; 9d. each net on card. Wallet to hold four folders, 2s. net on paper; 3s. net on card. Warne.)

Mechanics and Hydrostatics. By G. F. PEAKER. (2s. 6d. University Tutorial Press.)

Through My Telescope: Astronomy for All. By W. T. HAY. (3s. 6d. net. Murray.)

Applied Chemistry: a Practical Handbook for Students of Household Science and Public Health. By Prof. C. K. TINKLER and HELEN MASTERS. Vol. I. *Water, Detergents, Textiles, Fuels, &c.* Third Edition, Revised. (15s. net. The Technical Press.)

Earthquakes and Mountains. By Dr. H. JEFFREYS. (7s. 6d. net. Methuen.)

Furneaux's Human Physiology. New Edition, Completely Revised, by W. A. M. SMART. (4s. Longmans.)

Science and the Human Temperament. By Prof. E. SCHRODINGER. Translated, and with a Biographical Introduction, by J. MURPHY. (7s. 6d. net. Allen & Unwin.)

Modern Science. Book I. *Physics.* By G. W. MANFIELD. (2s. 6d. Macmillan.)

Elements of Plant Biology. By Prof. A. G. TANSLEY. Second Edition. Revised by Dr. W. O. JAMES. (10s. 6d. net. Allen & Unwin.)

Science: a New Outline. By J. W. N. SULLIVAN. (5s. net. Nelson.)

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MISCELLANEOUS PUBLICATIONS

(1) *The Creed of Kinship.* By H. S. SALT. (5s. net. Constable.)
(2) *Design for Transition: an Essay in Centrifugal Politics.* By J. THORP. (3s. 6d. net. Cape.)

The authors of these books feel that something is wrong with our modern civilization, and each makes concrete suggestions for improving it. Mr. Salt asserts the need for a change of heart; he feels that no real progress can be made till we accept the essential kinship between all living creatures. Mr. Thorp's essay is concerned more with works than faith, and his later chapters give an astonishing number of stimulating suggestions to all intelligent people who are ready to help to forward the cause of democratic justice and liberty in this era of transition. His thesis is that politics should begin at home, and his suggestions for service range from membership of an urban or rural district council to encouraging simple experiments in the local schools or becoming a warden of the country-side.

The How-and-Why Series. Edited by G. BULLETT. No. 17. *The Romans.* By J. LINDSAY. No. 18. *The Progress of Early Man.* By S. PIGGOTT. No. 19. *Words in the Making.* By G. H. VALLINS. No. 20. *The Story of English Literature.* By G. BULLETT. (2s. 6d. net each. Black.)

This series keeps up its high standard. In spite of the limit of ninety-six small pages the authors manage to hold in mind the aim of the Editor, and succeed in "presenting the elements of modern knowledge and culture in a form palatable to young and old alike." Mr. Bullett's own volume compresses a very large subject into small compass without becoming dull, and many of his readers will no doubt acquire an appetite for literature. Those who are interested in language will find a thrill on almost every page of Mr. Vallins's book, and Mr. Piggott's, with its clever illustrations, is equally entertaining. Mr. Lindsay tells us in his first chapter that we are still in a sense all Romans, and goes on to explain what this means and how far it is true. All four books fulfil a useful function.

Vocational Schools: a Directory of Municipal Training Schools and Colleges, Universities, Proprietary Vocational Schools, &c. (7s. 6d. Shepherd & Hosking, Ltd.)

This promises to become a useful annual. It provides lists of institutions at which boys and girls, who have passed through the normal school curriculum, can secure specialized instruction in various subjects to fit them for obtaining employment. It is calculated to help both the young and the not-so-young. The ground covered is a wide one, as the list starts with accountancy, ten entries; advertising, sixteen entries; and ends with veterinary training, four entries; and welfare work eighteen entries. Some rather special professions are catered for, such as hospital almoners, beauty culture, floral art, smoke inspection (eight entries), and so on. The lists include full address and telephone number, but no attempt is made to place the institutions in order of merit or cost.

Students Make their Lives. By WINIFRED WILKINSON. (6s. net. Allen & Unwin.)

The story told in this book is really a remarkable chapter in the history of the great Quaker effort in the cause of humanity during and after the War. Miss Wilkinson began her work with students in 1922, little thinking that a short period of emergency relief work would expand into ten years of work with students, first in Germany, then in America, and then in London. Such work as her book describes is, she says, an attempt to reinstate man in the pride of his own humanity, irrespective of race or colour or class. Every page of the book bears witness to a fine faith in the breaking down of barriers between man and man. Nowhere perhaps is this faith better exemplified than in the author's treatment of the negro problem in America. But the whole book should be read by any one interested in what has been done by such as Miss Wilkinson for students whose lives were blasted by the terrible events amid which they grew up.

Fifty Years in Public Health: a Personal Narrative, with Comments. By Sir ARTHUR NEWSHOLME. (15s. net. Allen & Unwin.)

The author in this book surveys the changes in public health and medical practice over the last century, a period of immense importance, for at the beginning conditions were but little different from those of medieval times. It is repeatedly emphasized that behind all the improvements lies one great factor, education; not merely a specific form of education, as for example in cleanliness, but the education that leads to a general rise in the cultural level of the community. General school attendance and the personal influence of the teaching service have proved most potent hygienic weapons; though this influence can be most quickly traced in relation to infant welfare and school medical services, it has infiltrated all branches of health work. The break with the past is almost inconceivable at a time when efforts are being made to secure the benefits of hospital treatment for all classes of the community, and not merely for the poorest. It is astonishing to read that as late as 1863 Miss Florence Nightingale should have laid it down as a first essential for a hospital that "it should do the sick no harm," or that the Superintendent of Statistics in the General Register Office should have declared that general hospitals had become "the ways of death to their inmates." All these changes are clearly and humorously set forth in the present volume, which discusses medical and social teaching then and now, pioneers in state medicine, the control of infectious diseases past and present, vital statistics, and the safeguarding of development and growth. All are treated in most readable and non-technical form, and the work forms a necessary pendant to any studies of social developments in the British Isles during the last hundred years.

Outdoor and Community Games. By S. G. HEDGES. (3s. 6d. net. Methuen.)
Choosing a Career. By Dr. E. D. LABORDE. (5s. net. Heinemann.)
Toynbee Hall: Fifty Years of Social Progress, 1884–1934. By J. A. R. PIMLOTT. (8s. 6d. net. Dent.)
Gymnastic Movements. By T. MCDOWELL. (2s. 6d. net. Oxford University Press.)
Elementary Book-keeping Exercises. By H. C. ROBERTS. (1s. 3d. Arnold.)
Practice in Spelling. By E. D. SPEED. (1s. Pitman.)
The Causes of War. By the Very Rev. W. R. INGE, Lord BEAVERBROOK, G. D. H. COLE, Sir JOSIAH STAMP, Sir NORMAN ANGELL, ALDOUS HUXLEY, Major DOUGLAS, Sir AUSTEN CHAMBERLAIN. Edited, with an Introduction, by H. J. STENNING. (3s. 6d. net. Allen & Unwin.)
Report of the Twenty-third Annual Conference of Educational Associations held at the University College, London, January, 1935. (4s. 6d.)
Institute of Child Psychology. *Report for the Year* 1934.
The Carnegie Foundation for the Advancement of Teaching. *Review of Legal Education in the United States and Canada for the Year* 1934. (New York City.)
Butter and the Nation's Diet: a Summary of Recent British Medical Testimony on Certain Aspects of Nutrition. (New Zealand Dairy Produce Board: London Agency.)
The Carnegie United Kingdom Trust. *Twenty-first Annual Report (for the Year ending December* 31, 1934). (Edinburgh.)
The National University of Ireland. *Calendar for the Year* 1934. (Dublin.)

Individual Psychology, a new publication "to promote a knowledge of the applications of individual psychology in the fields of psychiatry, medicine, psychology, pedagogy, criminology, and social work" is announced under the title of *International Journal of Individual Psychology,* with Dr. Alfred Adler, originator of the individual psychological technique, as Editor-in-chief. The *Journal* is published in Chicago (by International Publications), and is in the nature of an English counterpart of the *International Zeitschrift for Individualpsychologie,* a German publication, which Dr. Adler and his associates have issued in Vienna since 1913.

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VACATION TERM FOR BIBLICAL STUDY.—The thirty-third Vacation Term for Biblical Study will be held at Cambridge from July 27 to August 10, 1935. The main theme is Eternal Life. The inaugural address will be delivered by the Right Rev. the Lord Bishop of Ely, and the following courses of lectures have been arranged: First week: The Development of Judaism from the exile to the Birth of Christ by the Rev. Laurence E. Browne; Christian Belief in the Resurrection of the Dead,' by the Rev. John Baillie. Second week: The Fourth Gospel, by the Rev. W. F. Lofthouse; Communion with God; in the Worship of the Community and of the Individual, by the Very Rev. E. G. Selwyn. A programme of additional lectures has also been arranged. Particulars as to rooms in college for men and women and of lodgings can be obtained from the Secretary, Miss E. C. Trinder, 1 St. Helen's Crescent, Hastings.

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University Entrance Scholarship: Subjects and Standards

VII.—HISTORY

By F. C. HAPPOLD, D.S.O., M.A., Headmaster, Bishop Wordsworth's School, Salisbury

THE number of scholarships awarded for history at Oxford and Cambridge is, on the whole, liberal. Mr. A. M. Gibson in his article on Modern Language Scholarships in this series (March, 1935) records that in December, 1933, Cambridge colleges made thirty-eight open awards for history as compared with seventy-one for classics, forty-seven for science, forty-one for mathematics, and twenty for modern languages, while in December, 1934, forty-six awards were made for history as compared with sixty-six for classics, forty-six for science, forty-three for mathematics, and thirty-four for modern languages. Some may consider the proportion wrong—it may be that the awards for classics is overlarge—but one cannot complain unduly of the number of awards for history in Cambridge scholarship examinations. The same is true of Oxford. In both Universities the study of history occupies an honourable place and this attitude towards the subject is reflected in the proportion of the awards.

Though there are differences both in the arrangement and scope of the papers and in the types of questions asked between different colleges and different groups, all adopt approximately the same form of examination. An examination for the award of history scholarships and exhibitions usually includes an essay paper, two pure history papers (one on English, the other on European history), a general paper, and a translation from foreign languages paper.

In the pure history papers a very wide choice of questions is usually given. A candidate is not expected to have covered the whole of English and European history. He may, if he wishes, choose all his questions from a couple of centuries. One of my own pupils who was recently awarded a major scholarship, had read no medieval European history and very little medieval English history except of a general nature.

The object of the general paper is to give the candidate an opportunity of showing his general culture and interests outside his specific historial studies. Questions on politics, economics, art, music, science, and philosophy are normally included. Some examiners, probably rightly, attach great importance to the general paper and maintain that, with the essay, it enables the best candidates to be discovered far more certainly than the pure history papers. There is a report, which may or may not be true, that one Oxford examiner throws all the pure history papers into the waste-paper basket and bases his recommendations for awards solely on the essay and general papers.

The translation paper usually consists of extracts in Latin, Greek, French, and German for translation into English. Translation from at least two languages is demanded, and always, I believe, some knowledge of Latin is regarded as essential.

The reading of a number of scholarship papers reveals that the difficulty of the questions set varies both from year to year and from group to group. There seems to be a good deal of difference of opinion among examiners as to what sort of questions enable candidates to be differentiated most effectively. Some prefer questions, apparently easy, of a rather general character: others feel that the easy question does not enable the good candidate to be distinguished from the mediocre. I remember that some years ago a question on the sixteenth century, contained in the European history paper set by one group of Cambridge colleges, was so difficult that I myself, who had just completed a book on that period, would have hesitated to attempt to answer it. When I pointed this out to the examiner who had set the paper he defended himself by replying that in the previous year the questions set had been too easy and had failed to differentiate the candidates sufficiently and that only by setting difficult questions could the best candidates be found. There is much to be said for this examiner's point of view. The object of history scholarship papers is to arrive at a comparative estimate of the different candidates, and the best type of question is one which makes this comparative estimate as certain as possible. Probably the best sort of question is one which demands a good deal of general reading, and is framed in such a way that insight and intelligence is required in answering it.

One cannot, however, judge an examination simply by looking at its general structure; one must also consider in detail the sort of tests employed within that general structure and the way the examiner uses those tests. Except for the translation paper all the tests used in examinations for history scholarships are of the essay type. The candidate is given a paper of perhaps twenty questions; out of these he must choose some four and on them write his answers in essay form. From the evidence provided by such work can the best candidates be discovered?

There has during the last decade or so been a good deal of controversy, both in this country and abroad, as to the reliability of the essay type of paper. There are fairly well established objections to its too great use in examinations such as the School Certificate. As a test of judgment and powers of inference it is generally agreed, however, that the essay type of paper can be, at any rate, a fairly reliable one. Used by an examiner who is equipped "not merely with intelligence, but intellectual sympathy" (to quote a French critic), the essay can be a very effective form of test of students whose minds have attained to some measure of maturity. Though judgments based on essays are subjective, nevertheless when the examiner's object is to choose out of a number of candidates those whose minds are in harmony with his own—and this is often so in a history scholarship examination—the essay is perhaps the

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best medium for the purpose. Thus, assuming that the examiner is a man of broad intellectual sympathies, one may agree that the wide use of the essay type of test in history scholarship examinations, whatever may be the objections to it in examinations with a different objective, is for this particular purpose defensible. Whether it should be supplemented by tests of a more objective kind one is not prepared to say. Such tests have not been tried, and only by experiment could their value be assessed. Whether the present practice of judging a candidate entirely on essay work produced at great speed under the abnormal conditions of the examination room is a right one must be discussed later in this article.

But while one may regard the general structure of the history scholarship examination and the type of test used as adequate for their purpose, that is not to say that either should be regarded as the best possible. An examination which may result, in the hands of competent examiners, in picking out the most worthy candidates best equipped to study history at a university, may not ensure that these candidates have had the best preparation for such studies, and the requirements of that examination may have an adverse affect on those in the schools who do not proceed to universities. We must therefore inquire whether the examination in its present form is open to either of these objections.

Some colleges demand that a candidate who is awarded a scholarship for history should pursue that study at the university: others do not. It is probable, however, that the majority of those awarded history scholarships do in fact give up the greater part, if not all, of their time at the university to historical studies. While undoubtedly the preparation given at school to a student who intends to study history at the university should include some history, a too great concentration on historical studies is perhaps not the best sort of preparation. Not only is the student likely to lose his freshness; he may also be tempted to neglect those studies which would give him a better mental training and background and more adequate tools for later historical work. A boy well read in English literature, with a good working knowledge of Latin, French, and German, is probably better equipped for historical studies of university standard than one whose last years at school have been given up to a too close study of history to the neglect of languages and literature.

However much university examiners may try to avoid it, however much they may reiterate that they desire to give scholarships to those whose preparation has been on a broad rather than on a narrow basis, the present type of history scholarship examination does tend to make candidates concentrate too much on historical, too little on linguistic, literary, and other studies. The reason for this is not that the candidate with a wide cultural training stands less chance than one with more specialized knowledge—he may stand a better chance—it is that teachers are fearful that unless a good deal of time is given to pure history their candidates will fail to show a sufficient grasp of historical facts and ideas in the English and European history papers. The relative importance given to essay, general paper, translation paper, and pure history papers by different colleges and groups is unknown and, when a boy's future career is at stake, a teacher cannot afford to take too many chances.

A survey of scholarship tests show that while some of the big schools secure a large number of scholarships, awards are divided among a good many schools of varying types. The names of some schools appear regularly: others only make an occasional appearance. In the ordinary State day school the number of boys proceeding to universities is comparatively small, the number entering for open scholarships smaller still. Thus the preparation of the scholarship candidate is something of a problem. If the masters responsible give a good deal of time to scholarship candidates, it means, since staff ratios must be kept at an economical figure, that the majority may suffer; if the interests of the majority are considered the time that can be given to scholarship candidates is limited.

It would therefore seem that the school with small sixth forms is at a disadvantage compared with one with large numbers of boys engaged on advanced historical work. The advantage is, however, not so great as it might be. Most masters accustomed to prepare boys for scholarships would agree that the broader the preparation the candidate receives the better. He gains rather than loses by a good deal of work in literature and languages, and for some of his work he can be grouped with boys working for Higher Certificate or scholarships in other subjects. Moreover, a great deal of his actual historical work can be, indeed must be, done by himself. If he has the type of mind which is likely to win a history scholarship he will gain more by wide reading, unencumbered by too much teaching, than by spoon feeding. He requires to be directed on lines similar to those characteristic of the university rather than be taught in the normal school sense. Given an experienced and scholarly supervisor, to whom he may turn for advice and on whom he can sharpen his wits, and a well-stocked library, the candidate for a history scholarship can usually be left very much to his own devices.

Scholarship examinations in their present form need not therefore result in over-specialization, nor should their requirements have undesirable effects on the smaller schools. Nevertheless there is room for experiment in two particular directions to discover whether or not the present method may be improved. A group of Oxford colleges is at present testing the value of what may be called "mixed" scholarships. Instead of offering one subject the candidate is allowed to offer two or even three at a lower standard. One would like to see this experiment extended, and all colleges or groups of colleges offer a few scholarships of this sort. It would be worth while testing in practice whether or not the potentialities of a candidate wishing to study history at the university could be gauged on papers in a couple of languages or a language and English literature, together with two general papers, one similar to that now common, the other more historical but demanding generalized rather than precise study. Only experience could determine whether a scholarship examination of this sort would supply sufficient data for prognosticating success in historical studies. That it would result in a fresher, more broadly equipped student is likely.

The present type of examination, confined to a few hours during which the candidate is working at full pressure, gives a definite advantage to the facile student. The boy who can display all his goods at short notice may score over his more careful and scholarly but less spectacular rival. It is the particular defect of all examinations that the conditions under which they are carried out are abnormal. The atmosphere of an examination room is more akin to that of a newspaper office than of a study. It would be worth while trying to find out whether the examination in its present form might not be with advantage supplemented by candidates being allowed to present for consideration work carried out under more natural and leisurely conditions.

The procedure might be somewhat as follows: Each candidate would submit to the tutor of the college of his first choice a topic on which he would be prepared to submit an essay or short thesis. While in the preparation for the writing of this essay or thesis, similar work would have been done by the candidate under the direction of the master supervising his studies, the actual piece of work presented would be done without aid or advice of any kind, except perhaps on the best books to read. The essay or thesis would be limited in length and would be sent with a certificate from the headmaster of the candidate's school that it was the candidate's unaided work. In addition he would be given a strict viva voce examination on the topic on which he had chosen to write.

Such an extension of present custom offers few practical

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difficulties and its introduction might result in examiners gaining valuable additional evidence to help them in determining awards. It would probably not be feasible, however, to give an effective viva voce examination to all candidates. The viva voce examination would have to be limited to those candidates who, on the evidence of either the thesis or the normal examination, fell within the range of those likely to be successful.

The Reorganization of Sixth Form Work: The Need for Reform

By E. J. HUTCHINS, B.Litt., M.A., Headmaster, Varndean School, Brighton.

A.—THE REQUIREMENTS

SIXTH form work, that is, a course of semi-specialized study for the Higher School Certificate of one university or another, is a recognized activity in many secondary schools. Where the two or three years' course does not exist, the school is definitely the poorer, unless it has found a satisfactory substitute; and this few have done. Many local education authorities support such courses by grants or scholarships. They are the avenue to the university, with whose work the subjects of the course are linked. They have immense value for the headmaster in that sixth forms, morally and intellectually, are the apex of his system and the chief aid to flexibility in his organization of school work. To the boy, in showing him knowledge of depth and of cultural value, to the school in maintaining a good level of achievement in its academic subjects, and to the community in producing citizens well grounded in learning and able to think clearly, these courses should be invaluable. Yet the universities find fault with the courses, and the man of business frequently condemns the time spent in them as so much wasted. Complaints are not unanimous, and, if competent opinion differs as widely as it does, the supposition is just, that criticism originates less in disbelief than in disappointment. *Corruptio optimi pessima.* If critics do not entirely deny the value of sixth form work, if opinion is hardening in favour of some continuous training and supervision for all up to the age of 18, the need of the moment is the clearing afresh of the issues and a restatement of aims and values.

Confusion arises, first, from the varied opinions among universities upon the proper contents of subject syllabuses in the Higher School Certificate. All broadly accept the principle that the courses are semi-specialist. Subjects are divided under the heads: mathematics, natural science, classics, modern studies in English and foreign languages. While the more definitely specialist groups are classics and mathematics, in all there is variation among the universities in the syllabus contents and number of papers set in each subject. Further, many subjects at subsidiary level are catered for. Reform of any kind must first, however, depend on greater necessities than the actual contents of the syllabus. It is essential to define the place of any course of study for an examination in the total life of the sixth. That done, the syllabuses may be assessed as knowledge required by recruits for university, profession, industry, or commerce, and as providing the means for awarding university scholarships.

Since it is the boy, or girl, who is chiefly affected by these allotments of subjects, he, or she, must be considered as the human being before the courses of study are appraised. The boy enters the sixth about 16; he leaves it at 18 plus. He spends there the years, which show the most rapid growth in all adolescents, whether they be students or juniors in a professional or commercial concern. He ceases, simply to realize that there are moral issues before him, and becomes a judge of them. He begins intellectually to appreciate what expert knowledge can and should mean in the creation and maintenance of high standards of judgment. In school his powers of initiative in the control of others begin to develop, as they never can in the business where he is a junior without responsibility or authority. If he is ever to be a man of sound judgment, with a high standard of culture, and capable both of spanning his judgment over wide problems and penetrating also to their core, this is the period when he will lay the foundations of such manhood. This is the time, when the restless age of puberty is passing, for him to find confidence in himself, to learn the arts of estimating public opinion, of selecting the relevant from the trivial, of backing his judgment with knowledge and independent thought.

He is in the sixth to find a standard of learning in a few subjects, which shall give him a measuring rod of all that he may later learn of other subjects. He is there to develop from a boy, who can do the things he understands, into something of a young man, who understands by what means he is to judge his knowledge and his actions. The sixth exists, in a microcosm, to present to the boy vital problems of school government and of scholarly appreciation, which he must solve. It is to give the adolescent confidence in handling knowledge, to make of him a reliable holder of authority as a prefect, a house or a games captain. It is to make him the sane chairman of any school society; to give him poise and confidence in playing prominent rôles in the school or house dramatic or debating society; to make him—in all situations—a good judge of opinion. In it—whether he does all these things or only some—he may find such an atmosphere of independence of judgment and sense of competence as, once established in himself, he will never willingly forgo in later life. If it is true that a great man of business must be a good judge of opinion and of wide issues, a sound speaker, a capable chairman, here in school is the place for the foundations of such qualities to be laid. Here will the boy see the vision splendid of what cultured manhood may mean.

Such being the ideal, which any normally intelligent boy ought to be able, in some measure, to attain, how far is he equipped to begin sixth form work by the School Certificate course, which precedes it? He will not yet have been of an age to accept responsibility on any large scale, and, with brilliant exceptions, he will not have been able to learn the arts of judgment and of control of his fellows. His work will have taken him over a number of subjects. It is not pretended that very many do not profit from the School Certificate course, nor is it a fact that work in each subject necessary or permissible to a School Certificate candidate is unsound preparation for sixth form work or for commercial or professional life. The learning gained in the years of work up to the first public examination has real value; the discipline of the examination is salutary and necessary alike to staff and boys. The danger lies in the tendency not to limit the number of subjects, so as to ensure a reasonable depth and variety of matter, but to extend it in proportion to the capacity of the worker and the driving power of the teacher. Thus a clever boy offering many subjects is tied down in each, by the limits of time, to a course of study which is too shallow to be worthy of him; while the dullard finds that the difference of one subject more or less in his total may make or mar his hopes of reaching credit standard in all.

The effect of lack of margin, in both types, is a wearied feeling of boredom or strain, with unnecessary shallowness in the quick boy's knowledge and dangerous gaps in that of the slow thinker. This, far more than the Matriculation bogey, is the real danger of the School Certificate. These

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are the effects especially evident in boys from uncultured homes to whom all learning is new in school and at home. Here, as the first cause of sixth form weakness, is the origin of later premature specialization which brings out all the vices and none of the virtues of academic work; for it makes cramming essential, and, both before and after the School Certificate stage, allows no time for the natural reaction to circumstances and the natural absorption of knowledge. If the atmosphere of the school is created by the attitude of the sixth to its work, here is the first barrier to the creation of a general sense of freedom and willing interest, which ought to exist in every scholastic community.

The second flaw is in the sixth form work itself. The qualities needed in the ideal product of two or three years in the sixth develop slowly. They are neither the bustling energy of the merely athletic nabob nor the over-refined remoteness of the bookworm. They are the confident thoughtfulness of the all-rounder. They demand from the boy a good deal of searching of heart, such as only he can do for himself. He is faced with new work of a type suited to his maturity and intelligence. He is old enough to work at what interests him and to neglect many subjects, which do not. His study is not to be of the type demanding only class instruction, but individual reading, capacity to look for knowledge on his own initiative and the ability to think on lines never even hinted at in the textbooks of his previous years. After the emotional upheaval of a public examination, he has to stabilize himself; and this new sense of freedom from immediate examination can produce intense keenness. He has to cease physically to be a boy and to become a young man. Clearly, he can only solve this complex of problems if his confidence is unshaken and he has no feeling of pressure. His purely examination work, therefore, must not absorb all his time and interest or demand more than two-thirds of both. He needs space in which to think "the long, long thoughts of youth," to learn the many arts of responsibility, to make and keep contact with *some* of the activities of other walks of life, such as the local Boys' Club, the school mission, Toc H, the appearance locally of good drama, and of the best English and European films, with the wireless, the newspaper, current journals, to share in foreign travel, camping, hiking, scouting, and in school societies;—literary, scientific, dramatic, and debating. He must now put his hobbies on an intellectual basis. Above all, this is the period when he should study for himself as much as possible the facts of the life of Christ. Real interest in the personality of our Lord is the best guide of a boy who is learning to think and to shoulder responsibility.

The fatal injury, at this stage, is a Higher Certificate course which absorbs all the boy's time and, by making cramming necessary, creates narrowness and lack of vitality in thought. It results, at examination time, not in stimulating work, but in the dull return to the examiner of knowledge injected by the master. Here again, it is the boy of average intelligence and not the brilliant one who suffers. There is no headmaster who has not seen a boy enter his school at 11 or 12 years of age, healthy but rough, entirely lacking in every grace, crude in taste, in instinct, and in speech, and has not, at the end of six or seven years, been amazed at the poise, intelligence, and width of interest of the same boy at the end of his sixth form course. The problem is how to lift the average boy out of his narrow rut into the same wide and fruitful field.

(To be continued)

Foreign and Dominion Notes

U.S.A.

The New Deal and Education.

The article with this title in the *International Education Review* (referred to last month) by Dr. John K. Norton, Professor of Education, Columbia University, New York, opens with the reminder that "historically the National Government has exercised only minor responsibilities for the development and support of education"—the major having been left to the forty-eight States. "The New Deal has not changed the basic policy. It has merely provided certain temporary, emergency aid to education as an incidental phase of its unemployment relief and public works programmes." That emergency aid has taken the following forms: (1) $17,000,000 for the support of unemployed and needy teachers in elementary and secondary schools in small cities and rural communities. (Several thousand school districts had already broken down fiscally, and had closed, or were about to close, their schools.) (2) Several million dollars for using unemployed teachers to conduct classes for adults. (3) The provision of some 2,000 Civilian Conservation Corps Camps in rural areas, offering constructive work, subsistence, and a small wage to young unemployed men, with facilities for continued education. (In the first year 800,000 took advantage of what the Dean of the University of Chicago calls "this repair work on human lives, which would be unnecessary if society had been wise enough to develop an adequate system of education.") (4) Considerable development of pre-school classes. (5) Financial help to enable thousands of college students to continue attendance. ("Approximately as many students are enrolled in institutions of higher learning as in all other nations taken together.") (6) An emergency apprenticeship programme for high school graduates, aged 16 to 25. (The Federal Commissioner of Education is setting up a Division of Youth Education to develop this.) (7) Loans and grants for new school buildings—estimated to amount in three years to $500,000,000. "One of the most significant contributions of the New Deal to education (Prof. Norton writes) may grow out of this action, which has focused attention upon the 127,000 'school districts,' tens of thousands of which, it has long been known, could be abolished, or readjusted, with increased economy and efficiency. (Vested interests, once more!) Local autonomy and initiative have too long been our shibboleths." (8) The probable allocation of considerable sums for the promotion of fundamental research bearing upon the present status of education and its future development. "The full significance of all these federal activities it is still too early to appraise."

A Tercentenary.

In April, 1635, "the freemen of Boston (Mass.) agreed that our brother, Philemon Pormont, shall be entreated to become schoolmaster for the teaching and nurturing of the children." The occasion has inspired an appeal from the President: "From a small beginning has grown the splendid service now provided for more than 6,000,000 young Americans by 26,000 public and private high schools, which are developing the most precious resource of our nation. It is worth noting that social progress is following swiftly on the heels of this remarkable expansion of educational opportunity. I hope that the young people of every high school will celebrate this anniversary in a manner which will bring vividly before parents and fellow-townsmen the significance, the contribution, and the goals of their schools." This appeal was issued last November. But is "social progress" (as yet) ever as "splendid" as educational "service"?

We congratulate the *Journal* of the National Education Association on a recent reprint in its pages of Prof. John Dewey's "My Pedagogic Creed." Of the three thousand words we quote a short statement of his basic faith: "The only true education comes through the stimulation of the child's powers by the demands of the social situations in which he finds himself. Through these demands he is stimulated to act as a member of a unity, to emerge from his original narrowness of action and feeling, and to conceive of himself from the standpoint of the welfare of the group to which he belongs. Through the responses which others make to his own activities he comes to know what these mean in social terms. . . . Education, therefore, must begin with a psychological insight into the child's capacities, interests, and habits, and must be controlled at every point by reference to these considerations. We must first know what they mean. They must then be translated into terms of their social equivalents—of what they are capable of in the way of social service. . . . Of these two sides, the psychological and the sociological, neither can be subordinated, or neglected, without evil results."

(Continued on page 452)

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Ensuing Peace.

The annual reports of the Carnegie Endowment for International Peace (Division of Intercourse and Education) by the Director, Dr. Nicholas Murray Butler, are always stimulating—to those, at least, who seriously seek peace and ensue it. "The objective of the Endowment (he writes) is the education of public opinion by bringing to it the widest, the most accurate, and the most interesting information regarding the life, the thought, and the political, social, and economic organization of other peoples, and through presenting to these peoples similar facts relating to the United States. Those who regard the task of the Endowment as hopeless are those who believe that reason and good morals can never rule the world. . . . Nothing is sadder than to hear men holding responsible public posts continuing to preach the impossible, unreasonable, and suicidal doctrine of isolated nationalism, and, in the guise of finding security, to encourage the expenditure of countless millions upon armaments which are the surest sign of a nation's insecurity and weakness. . . . At the same time declarations and emotional outcries against war are quite futile unless they lead to the building of institutions of law and reason which the world accepts as substitutes."

Peace has lost a staunch ally by the death of Dr. Augustus O. Thomas, founder and Secretary-general of the World Federation of Education Associations. "His courage and vision (writes an American colleague) often in the face of criticisms and discouragements, had brought together at the biennial meetings educators from every civilized country in the world in harmonious conclave."

News versus Knowledge.

The annual report of the President of Columbia University encourages us to quote Dr. Butler again. "The news of the day (he writes), whatever its character, now takes precedence in the conscious attention of the vast majority of those who read. Their intellectual life, if it may be so dignified, consists almost wholly in leaping from headline to headline—from an appalling crime to a tragic accident, or to the unthinking appropriation of hundreds of millions of non-existent public funds. Of such immediate interest are news items of this kind that the readers find little time, opportunity, or invitation to think."

He ends with a striking parallel from Goethe: "I look upon it as one of the greatest misfortunes of our age that it allows nothing to ripen quietly; that the next moment devours the preceding; that no time is allowed for digestion; and that we live from hand to mouth, with no time to bring forth any finished product. Have we not reviews and magazines for every hour of the day? By this portentous machinery everything that a man does or writes, or intends to do or write, is dragged before the public. No man dare do anything, enjoy or suffer anything, save for the delectation of others. Thus every trifle goes from house to house, from town to town, from kingdom to kingdom, from one quarter of the world to another, at a galloping speed."

[Acknowledgments also to *International Conciliation*, *School Review*, *Social Studies*, *American Child*, *Education by Radio*, and *Advancement of Teaching* (Carnegie Foundation).]

Broadcast English

By M. ALDERTON PINK, M.A., Sloane School, Chelsea

THE recent issue of the third edition of the B.B.C's pamphlet, *Broadcast English*, containing the lists of recommendations to announcers, prompts a consideration of the important problems raised. There can scarcely be a subject on which more nonsense is talked than English pronunciation. And the reason is that, although to the uninstructed it seems a matter of no great difficulty, it is in fact beset with pitfalls. Few people seem to grasp even the first principle, namely, that the only standard of correctness is the rather unsatisfactory one provided by the practice of educated speakers of a certain social class. All too frequently, therefore, we see letters in the Press from the country clergyman who is still proud of his mastery of Latin quantities and attempts to justify this or that pronunciation from a consideration of the length of vowel in the Latin root-word. Again, only the other day a correspondent to the *Observer*, with a naïve belief in the connexion between spelling and pronunciation, complained because the B.B.C. announcers are instructed to use the "slovenly" pronunciation *Wénsdy*: one wonders whether this gentleman says *Wed-nez-day*; or, if not, what. And there is also Mr. St. John Ervine, who has such a strong attachment to his native provincial form of speech that some time ago he gave a London actor a bad mark because he made no distinction between *father* and *farther*.

Thus when the B.B.C. originally set up its Advisory Committee on Spoken English under the Chairmanship of Mr. Bernard Shaw, and issued its recommendations to announcers, there was bound to be much criticism, some of it justified, but most of it prejudiced and mistaken. It could scarcely be denied, however, that the Advisory Committee was needed. There are so many English words of which alternative pronunciations are allowable that the B.B.C., while not setting itself up as the ultimate authority, must make certain decisions for the sake of uniformity. A glance at *Broadcast English* reveals doubt in the most odd places. In the case of *English* itself—of all words—guidance is necessary; there are those who say *Eng-* instead of *Ing-*. Then Londoners cannot make up their minds about *Marylebone*; busmen and railwaymen apparently say *márlibon*; but the Committee recommends *márribon*. It may be asked why the Oxford English Dictionary should not have been accepted as the final authority on words other than place-names. The answer is that the first volumes of that work were published some forty years ago and therefore record the speech of a bygone generation.

The Committee is not deaf to criticism. In the later lists of recommendations the original rulings have in several cases been changed. For the words *decadence*, *subsidence*, and *idyll*, for example, the pronunciations first given were *decā'dence*, *subsī'dence*, and *i'ddill*; the first two were certainly against common usage, and the third unnecessarily departed from the long initial syllable of the Greek; all three have now been discarded in favour of *déckàdence*, *súbs ddence*, and *ī'dill*. There are still some words, however, on which one wishes that the Committee would have second thoughts. Why is a syllable eliminated in *miniature* (*mínnicher*)? And is not *re'condīte* far more common than *recon'dīte*?

I suppose that every one who scans the lists will receive a shock on finding that he has apparently mispronounced some particular words all his life. In my own case, there was *respite*, which I had always pronounced—and heard others pronounce—*rès'pīte*. When I saw the B.B.C. recommendation *rĕs'pīt*, I rubbed my eyes and proceeded to consult the dictionaries at hand; to my astonishment they all supported the B.B.C. ruling. A good number of people, I suspect, will be surprised to learn that the best authorities are behind the B.B.C. in stressing the second syllable in *remonstrate* and *decorous*. And how many of my readers know the allowable pronunciations of *pariah*?

One of the chief difficulties is with foreign words. To what extent should these be anglicized? One would like the B.B.C. to throw its weight on the side of a completely English pronunciation wherever possible. It is absurd that in the case of a long-naturalized word like *envelope* we (or some of us) should go on pronouncing the first syllable *on-*. Here the Committee does recommend *en-*. But why are announcers advised to make the last syllable of *amateur* rhyme with *fur*, when the pronunciation giving this syllable as *your* is well established? And surely *bā'nal* or *bà'nal* is preferable to *bănáal*. Again, dictionary authority is followed in giving *péekant* (for *piquant*): a desirable boldness might have been shown in recommending *pickwant*.

Although this matter of alternative pronunciations is

(*Continued on page 454*)

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tricky enough, even more awkward problems arise in connexion with the style of speech to be adopted for the purposes of broadcasting. Announcers have to submit to a running fire of criticism on account of their "mincing manner," their "Oxford accent," and what not. But critics would generally be hard put to it to explain exactly what they want—unless they frankly demanded a speech as like their own as possible. Is there such a thing as a standard style of speech? This question is clearly and competently dealt with by Prof. Lloyd James in his Introduction to *Broadcast English*. He points out that style of speech varies from district to district, from class to class, and from character to character. We are not entitled to say that there is one and only one right way of speaking English. We can say, however, that there tends to be more uniformity of speech as we ascend the social scale; that the spread of education helps to increase the uniformity; that out of the broad band that comprises all district and class variants there is emerging a considerably narrower band of variants that have a very great measure of similarity; and that this narrow band of types has more features in common with Southern English than with Northern English. Those who speak any one of the variants within this narrow band are regarded as speaking "good" English. If we use the term Standard English to describe this form, it is evident that we must be prepared to give it a very loose and unscientific interpretation. One of the authorities has explained Standard English as being that form of educated speech which is free from provincialisms and affectation. Is there any speaker of sufficient authority to be set up as an example? With the memory of His Majesty's Jubilee Broadcast fresh in mind, I would submit that there is. Let the B.B.C. announcers speak—quite literally—the King's English. They would then, I am convinced, escape the criticisms to which they are now subjected.

The Geography Room

By L. B. CUNDALL, M.Sc., Henry Thornton School, London

THE idea of maintaining specially equipped geography rooms is not new. Many ordinary class-rooms had been converted into geography laboratories before 1908, when the late Mr. A. T. Simmons first outlined the principles which, for more than a quarter of a century, have governed the planning and equipment of geography rooms. In, recent years, however, although the status of geography has improved, the plans to equip special workrooms for the subject have had to be abandoned, or at least postponed, on the grounds of economy. Within the past few months, the increasing pressure upon class-room accommodation has forced many education authorities to build new schools or to add new rooms to existing ones. In the process of reorganization, the claims of geography have not been entirely overlooked and, in many districts, the plans which have been accepted by the Board of Education show that a special geography room will form a part of the normal equipment of central and secondary schools. In many of the larger schools it is probable that two such rooms will be required.

Nevertheless, less than half of the secondary schools of the country possess properly equipped geography rooms, and, in many of the new buildings, the work is handicapped by the unsuitable character of the rooms provided. Possibly this is because there is no generally accepted standard to which architects are expected to conform, and it frequently happens that, although the plan of a new school makes provision for a geography room, the room allotted to the subject is too small for the purpose it is intended to serve. It is reasonable, however, to hope that in future the specialists responsible for the teaching of geography will be consulted when the plans are drawn up and not, as too frequently happens, after the school has been built. As a rule it is not considered necessary for the architect to consult individual teachers with respect to the rooms they

(*Continued on page 458*)

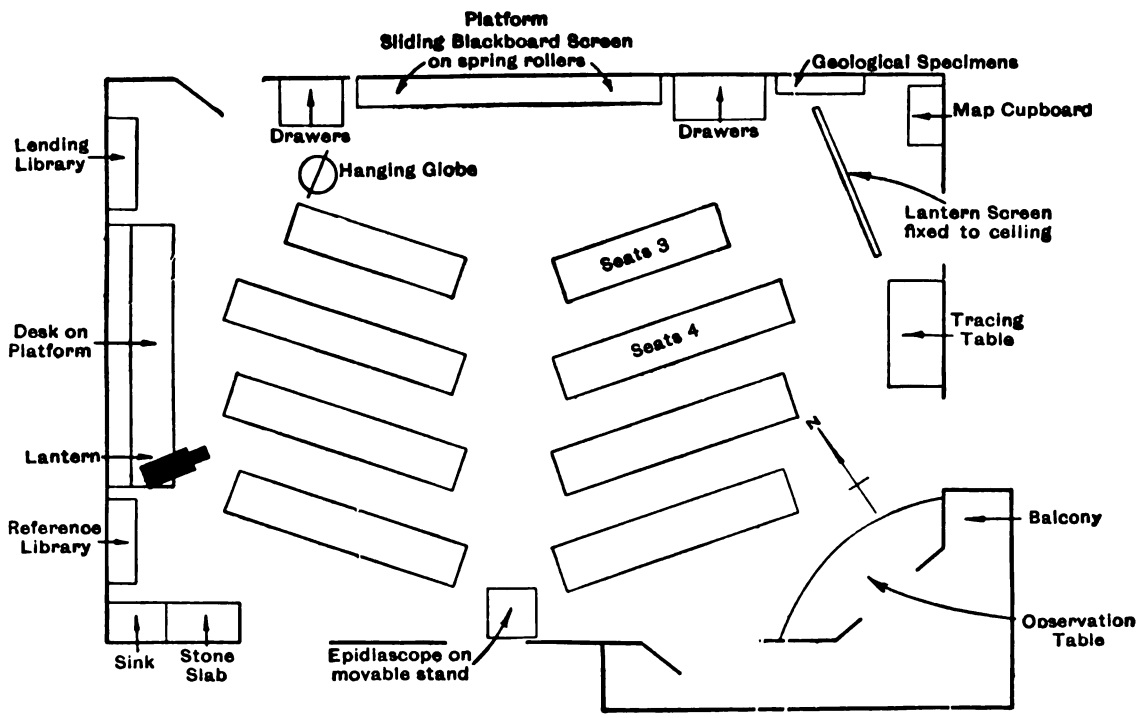

FIG. 1. GEOGRAPHY ROOM—WILLIAM ELLIS SCHOOL
All windows have blinds running in slots

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have to use but, on the grounds both of economy and of educational efficiency, this course is desirable in the case of special rooms. The subjects chiefly affected by the situation and aspect of a school are those devoted to art and geography. The former requires a northern and the latter a southern aspect. If the school stands in spacious grounds near the crest of a slope, the geography room may be on the ground floor, so as to allow easy access to the school field where observational work is done, without interfering with the work of other classes. In densely-populated areas, however, this may not be possible, and it may be necessary to build the geography room at the top of the school, with access to a flat roof which provides a suitable viewpoint.

Existing geography rooms are of all shapes and sizes, but many of them are small and sometimes they are no larger than ordinary class-rooms, measuring 22 ft. square. If a room of this size is adequately equipped, the supervision of individual work is almost impossible. It must be borne in mind that the geography room has to serve both for practical work and for class teaching. In the *Memorandum on the Teaching of Geography*, published recently by the Assistant Masters' Association, it is stated that the geography room should occupy more than 1,000 square feet of floor space.

The old geography room at St. Dunstan's College, Catford, was larger than the well-known room at the William Ellis School (Fig. 1), which measured 37 ft. by 25 ft., but many of the rooms equipped during the War and post-War periods are small (see Figs. 2 and 3). Until 1931, it was expected that the size of classes would be reduced to twenty, but in some of the newly-erected schools it is found that geography rooms have had to accommodate classes of thirty or more.

on the subject will be issued at the end of the present year.

As regards equipment, it is possible to profit by the results of experiments which have been conducted in continental schools. Cinema-projectors are used much more extensively in France, Germany, and Italy than in this country. Poland has devised new methods of storage, and German epidiascopes have been installed in many of the village schools of that country. In European Russia, practically every school possesses a large globe of modern design.

In this country, it is believed that the permanent fittings of the geography room should include shelves for library books in general use, blackboard and panelling of soft wood to cover all the available space between the dado and the frieze, store cupboards for maps, apparatus, pictures, and lantern slides, a lantern screen, and taps and point-plugs for the supply of electricity, gas, and water. As a rule, the gas and water taps are fitted to the teacher's bench, but this practice is not universal. In view of the fact that frequent use is made of the lantern or the epidiascope, it is desirable that a master switch, controlling all the lights in the room, should be fitted to the teacher's bench, and it is essential that the windows should be provided with blinds or curtains used in darkening the room. If curtains are used they should be of dark material and should completely exclude light from outside sources. A point of suspension for a hanging globe should be fixed to the ceiling.

In some of the new schools, a preparation room or store-room which opens out of the geography room is available for the storage of bulky or delicate apparatus, and for specimens which would be in the way if permanently kept where the pupils work. In some cases the store-rooms

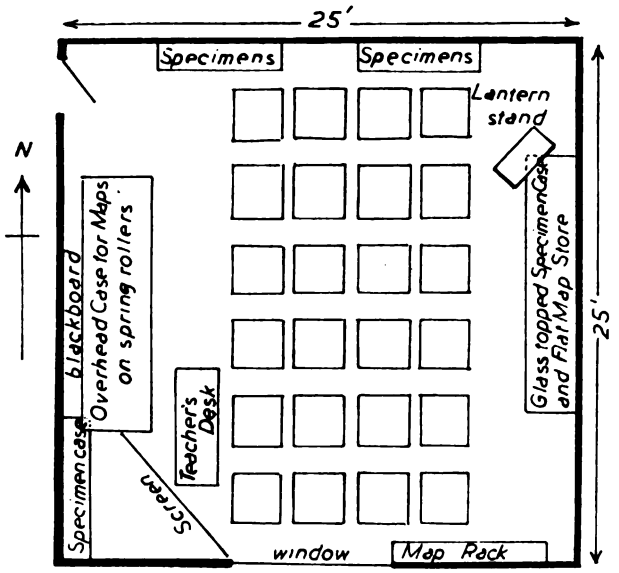

FIG. 2. PLAN OF GEOGRAPHY ROOM
Equipped in 1906

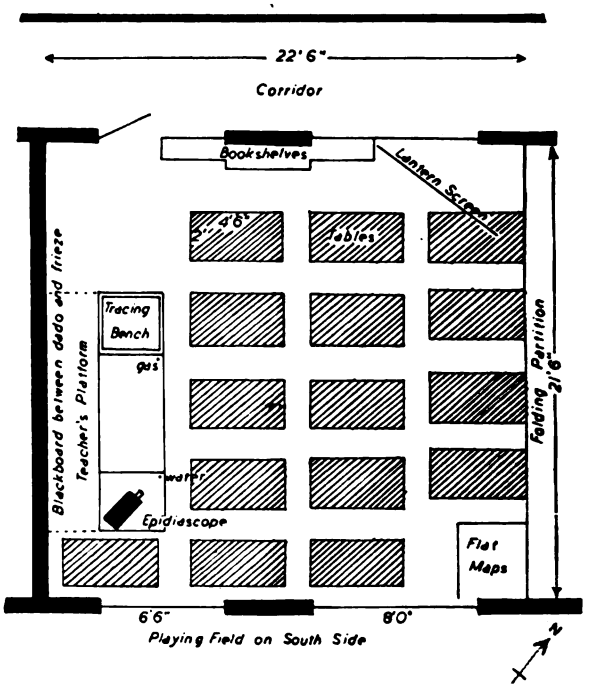

FIG. 3. GEOGRAPHY ROOM
Built and equipped in 1929

Usually the geography rooms erected since 1914 are less than 650 square feet in area. In new schools erected in London, this area is now exceeded, and in Glamorgan, new senior schools have geography rooms which measure 36 ft. by 25 ft. It is hoped that these dimensions will be regarded as absolute minima to be exceeded wherever possible. The Secondary Schools Standing Committee of the Geographical Association is collecting plans of geography rooms with the object of discovering the characteristic features of the best types, and it is expected that a report

are fitted with sinks and may be darkened when it is desired to make negatives or lantern slides. Such a room is essential if plaster casts are made from relief models.

At first, the epidiascope was regarded as a luxury to be used on special occasions, but, at the present time, it is acknowledged to be an almost indispensable part of the equipment of the geography room, not only because of the saving of time which its use entails, but also because almost any kind of picture may be shown to the whole of

(Continued on page 460)

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a class at exactly the right place in the lesson. It is not difficult to find suitable pictures at a very small cost in

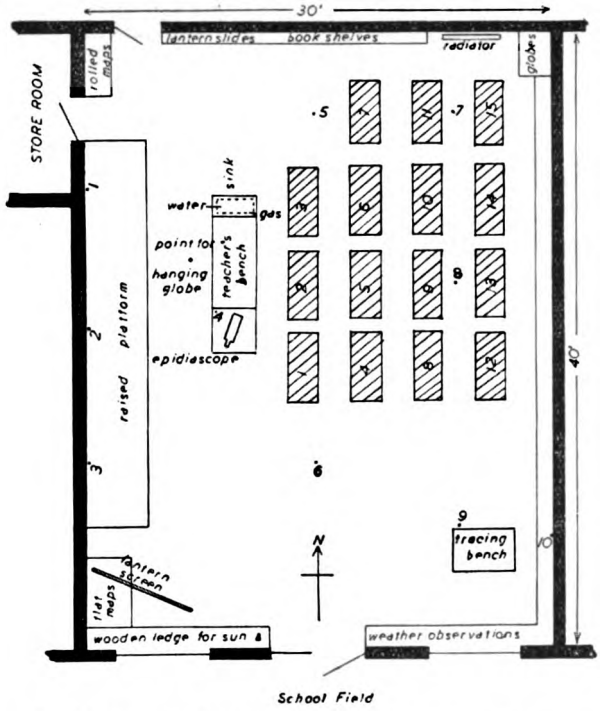

FIG. 4. PLAN OF A GEOGRAPHY ROOM OF ADEQUATE DIMENSIONS

The lantern screen, which is 7 ft. wide, is suspended from a batten fixed on the ceiling, and may be pulled up when not required. The points where electricity is required are numbered 1 to 10. Numbers 1, 2 and 3 illuminate the blackboard. Number 4 on the teacher's bench is a master switch, and with it there is an independent switch for the epidiascope. The tracing table may be illuminated either from 9 or 10. The pupils' tables are numbered and shaded 1 to 15. So far as possible the space between the dado and the frieze is covered by blackboard. There are ledges for observational work and for display of specimens and models along the south and east walls.

the place of the more expensive and frequently inappropriate lantern slides of former years. The epidiascope may also be used for the exhibition of the pupils' work, with the object of eliminating errors common to the whole of a class. It is found that pupils generally welcome the opportunity of criticizing the work of their fellows.

It should not be imagined, however, that lessons which involve the use of the epidiascope are easy. At any moment, a teacher may be compelled to break off to elaborate difficult points by means of a blackboard sketch, and the lighting arrangements should make it possible for any part of the blackboard to be illuminated while the rest of the room is in semi-darkness. A teacher soon discovers that there is no standard size for epidiascope pictures, but these should not exceed 6 in. square. Card index files are useful for storage.

Another essential item of geography room equipment is the globe. The globe used by the teacher for demonstration purposes should be as large as possible, and should have a black or slate surface with the outlines of the continents marked in white. In addition, it is desirable that small hand globes should be available for the use of each pupil in working out problems connected with latitude and longitude, and also in familiarizing each member of the class with the differences in appearance of the projections commonly found in atlases. In many schools, the teacher's globe is suspended from the ceiling in a manner which does not interfere with the pupils' view of the blackboard and the screen, but there are many teachers who prefer to fit the globe into a hollow base which will allow the axis to be orientated in the same direction as that of the earth.

Thermometers and barometers are part of the normal equipment of the science department, but, wherever possible, additional wet and dry bulb and maximum and minimum thermometers should be kept in a Stevenson screen situated at a considerable distance from the school buildings to secure proper exposure. From the point of view of teaching geography, the barograph which makes an automatic record of the pressure is to be preferred to the barometer. The barograph should be placed in a part of the school where it can be read by every one. Wind observations may be taken by reference to the Beaufort scale, and the anemometer is not an essential part of geography room equipment.

Care should be taken to ensure that money is not wasted on unnecessary equipment or upon apparatus which can be made in the handicraft department. The construction of simple models to illustrate latitude and longitude or to show relief is well within the capacity of the average pupil, and every one should make his own gnomon for sun-shadow experiments. The meridian line marked on the floor of the geography room should also be made by the class.

The storage and display of museum specimens present considerable difficulty. Probably one of the most useless pieces of furniture is that which figures in the catalogues of many firms as a "museum case"—a glass-doored cupboard, about 3 ft. wide, 6 ft. high, and 2 ft. deep. A better type of specimen cupboard would have adjustable shelves which could be placed either in a horizontal or in a sloping position. The glass portion of the case should not extend below 3 ft. or above 6 ft. from the floor, and the lower section might consist of shallow drawers in which specimens could be stored in boxes of uniform size.

A tracing bench is a useful accessory which may be used for tracing the details of Ordnance Survey maps. Tracing desk tops can be constructed in the woodwork room, wired with striplights and fitted with thin annealed glass. The cost of making a small tracing table need not exceed a few shillings if ordinary electric light bulbs are used instead of striplights.

In schools which were built before geography came to be regarded as a special subject, many ingenious devices have been used to convert existing rooms into geographical laboratories. Kitchens which face south and drawing-rooms which have been converted into geography rooms offer unusual opportunities for experimental fittings, mural decoration, lighting, and practical work. It is hoped that teachers who have had to teach geography in such surroundings will make a record of any devices which they have found to be particularly useful and which might be adopted in general teaching practice.

Fig. 1 is reproduced by kind permission of Messrs. George Philip & Son, and Figs. 3 and 4 by the courtesy of *Education*.

NATIONAL BABY WEEK is to be held this year on July 1-7. In spite of a slender budget, the National Baby Week Council, 117 Piccadilly, London, W. 1, continues its beneficent work for the mothers and children of the Empire. Last year's activities, as recorded in the Annual Report, 1934, included propaganda through the Press, displays of films in London and Birmingham, posters and pamphlets, and competitions for women's institutes, domestic science pupils, senior boys' and girls' schools, and also the award of shields for child welfare propaganda.

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Personal Paragraphs

THE following is the list of educationists whose names are included in the Jubilee Honours awards: *Knights Bachelor:* Barcroft, Prof. Joseph, C.B.E., F.R.S., Professor of Physiology, Cambridge University; Hall, Prof. Arthur John, F.R.C.P., Emeritus Professor of Medicine, University of Sheffield. *Companion of Honour:* Bruce, The Hon. William Napier, C.B., lately Pro-Chancellor of the University of Wales. *C.M.G.:* Adey, William James, Director of Education, State of South Australia; Delage, Cyrille Fraser, Superintendent of Education, Province of Quebec, Dominion of Canada; Elder, Prof. John Rawson, Professor of History at the University of Otago, Dominion of New Zealand. *C.I.E.:* MacDougall, Raibeart MacIntyre, Secretary to the Government of Burma in the Department of Education; Kharegat, Pheroze Merwan, Secretary to the Government of the United Provinces in the Department of Education and Industries. *C.B.:* Savage, Edward Graham, senior Chief Inspector, Board of Education. *G.B.E.:* Beatty, Edward Wentworth, K.C., Chancellor of McGill University; Newman, Sir George, K.C.B., lately C.M.O., Ministry of Health and Board of Education. *K.B.E.:* M'Lennan, John Cunningham, Esq., O.B.E., F.R.S., Professor Emeritus and Visiting Professor of Physics, University of Toronto, Dominion of Canada; McKechnie, William Wallace, C.B., Secretary, Scottish Education Department. *C.B.E.:* Clark, John Brown, F.R.S.E., J.P., formerly Headmaster of George Heriot's School, Edinburgh; Gray, Major William Bain, Director of Education, British Guiana; Fowler, Alfred, F.R.S., Emeritus Professor of Astro-Physics, Imperial College, South Kensington; Sidgwick, Nevil Vincent, O.B.E., F.R.S., Reader of Chemistry at Oxford University. *O.B.E.:* Bryan, Prof. George Blackford, F.Inst.P., Professor of Physics, R.N. College, Greenwich; Culverwell, George Hugh, Medical Inspector Reformatory and Industrial Schools, Home Office; Fitzhugh, Alderman John William, J.P., Chairman, Tynemouth Education Committee; Fitzpatrick, Alfred, Principal Emeritus, the Frontier College, Dominion of Canada; King, George Raymond, F.R.A.I.A., lately Principal of the Gordon Institute of Technology, Geelong, State of Victoria; Melville, Miss Frances Helen, J.P., Mistress of Queen Margaret College, University of Glasgow; McKee, George, Superintendent of Public Schools, Edmonton, Dominion of Canada; Morrison, Miss Alice Rose, Head, Francis Holland School, Graham Street, S.W. 1; Richardson, William Alfred, Principal, Technical College, Derby; Scott, Arthur Melville, Superintendent of Public Schools, Dominion of Canada; Sneddon, James Balfour, J.P., Chairman, Midlothian Education Committee; Somerville, Miss Mary, School Talks Director, B.B.C.; Varnish, Edward Arthur Alban, Headmaster, Rutlish School, Merton, Surrey. *M.B.E.:* Bell, Captain V. A., Principal of the Battersea and Brixton Continuation School; Brewer, P. G., Staff Office, Scottish Education Department; Chubb, B. J., Headmaster, Dockyard School, Devonport; Jenkins, D. T., Headmaster, St. Nicholas C.E. School, Glamorgan; Lowe, T., Headmaster, Heron Cross Senior Council School, Stoke-on-Trent; Spender, Miss M. D., Headmistress of the Wordsworth L.C.C. Senior Girls' School, President of the London Head Teachers' Association, 1931–32. *Imperial Service Order:* Marshall, Albert Edward, Esq., M.B.E., Head of the Teachers' Salaries and Records Section, Board of Education.

* * *

MISS ZACHARY, who has been Headmistress of the Godolphin and Latymer School since 1919, will retire this term: the distinguished reputation of her school with its high tradition of scholarship, and the public services she has rendered, are well known to all educationists: she has been for many years a member of the Executive Committee of the Association of Head Mistresses and has represented it on the Inter-Collegiate Scholarships Board and on the Head Mistresses Employment Committee. What strike one most about Miss Zachary are her idealism and her burning passion for the truth before which anything false or petty seems to shrivel away; in all that she says and does there is a direct and uncompromising simplicity which cuts through all superfluities and comes straight to the point; hence her single-minded devotion to the school which has always come first in her private as well as in her public life; hence also the high moral and intellectual standards which she has impressed on her colleagues and her pupils. Miss Zachary is a woman of striking contrasts, combining as she does idealism with practical efficiency, a strong personality with a rare humility, and an almost boundless delight in simple things with a certain innate austerity of outlook; she inspires great respect as well as deep affection. Though she will give up her work in July, her inspiration will live on and many will rise up and call her blessed.

* * *

SIR ROBERT BLAIR, who died on June 10 at the age of 76, was one of the greatest of our educational administrators and will always be remembered for his work in organizing London education on sound and progressive lines. Born in 1859, he became a pupil teacher at Wigtown, his native home, and then proceeded to Edinburgh University where he graduated in 1880. He was a master at Aske's School, Hatcham, from 1882 to 1894, and successively head of the Cheltenham Technical Institute, an inspector under the Board of Education, and Assistant Secretary for Technical Education in Ireland. In 1904, he was appointed to the post later designated as Education Officer to the L.C.C., and organized the education service of London with marked success, receiving the honour of knighthood in 1914. During his *régime* which lasted until 1924, new secondary schools were opened, central schools established, and technical education consolidated. To him, London owed the day continuation schools and the literary institutes established after the Education Act of 1918. He took especial care to secure that the schools should be staffed by well-qualified teachers to whom opportunities for advancement were available under well-arranged schemes of promotion. Always ready to consider the teachers' point of view and to do all he could to remove legitimate grievances, he thoroughly merited his popularity among members of the profession in London. During the last few years he had been engaged in writing his reminiscences and an outline of his educational beliefs, and it is to be hoped that this work was sufficiently near to completion to enable it to be published in the near future.

* * *

AT the meeting of the James Allen's Old Girls' Association on March 29, Dr. Delf unveiled a tablet in the botany laboratory to the memory of Dr. Lilian J. Clarke. Dr. Delf explained to the large gathering present how much the development of the Department had been due to the personality of Dr. Clarke, who had worked with such untiring effort and enthusiasm for progress and improvement. She recalled that Dr. Clarke was a good fighter, first for time (the time-table originally having only periods too short for adequate practical work), for money (for long, the gardens were developed without financial support), for additional assistance (as the amount of work increased), and for recognition (her methods though now widely accepted, appearing at first impossible or unnecessary to many contemporaries). In closing her speech, Dr. Delf expressed the hope that the tablet would convey to many future generations something of the inspiration and vitality which was ever associated with the name of Dr. Lilian J. Clarke.

ONLOOKER.

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Prize Competitions

The winner of the June Competition is " Ajax," *proxime accessit* " Winton."

The winner of the May Competition was Miss Edith S. Bayly, 15 Bryn Road, Lampeter, Wales.

The prize in the April Competition goes to Mr. Thomas C. Turnbull, 7 Quentin Road, Lewisham, S.E.

We classify the forty-three versions received as follows :

Class I.—Ajax, Winton, Zlata Husa, Atossa, Hibernia, H. C., Fidelis, Old Trident, Ex or, R. E. B., Chateau d'If, Dante, Claus, M. B.-G., Sinew, Memorensis, Sinister, R. L., Chauve-Souris, Nemo, Martin.

Class II.—J. E. M., F. L. B., Grec, M. B., Auburn, M. E. C., M. T. S., D. S. S., J. E. P., F. H., Corvus, C. D., Insolens, Nisus.

Class III.—Compradour, F. L. G., Als ob, Cormac, Ancilla, Marmullane, Glanor, Onyx.

PASSAGE FROM THE " AGRICOLA " OF TACITUS. (Furneaux's edition : Clarendon Press)

Tu vero felix, Agricola, non vitae tantum claritate, sed etiam opportunitate mortis. ut perhibent qui interfuerunt novissimis sermonibus tuis, constans et libens fatum excepisti, tamquam pro virili portione innocentiam principi donares. sed mihi filiaeque eius praeter acerbitatem parentis erepti auget maestitiam, quod adsidere valetudini, fovere deficientem, satiari vultu complexuque non contigit. excepissemus certe mandata vocesque, quas penitus animo figeremus. noster hic dolor, nostrum vulnus, nobis tam longae absentiae condicione ante quadriennium amissus est. omnia sine dubio, optime parentum, adsidente amantissima uxore superfuere honori tuo : paucioribus tamen lacrimis comploratus es, et novissima in luce desideravere aliquid oculi tui.

Si quis piorum manibus locus, si, ut sapientibus placet, non cum corpore extinguuntur magnae animae, placide quiescas, nosque et domum tuam ab infirmo desiderio et muliebribus lamentis ad contemplationem virtutum tuarum voces, quas neque lugeri neque plangi fas est. admiratione te potius et immortalibus laudibus et, si natura suppeditet, similitudine colamus : is verus honos, ea conjunctissimi cuiusque pietas. id filiae quoque uxorique praeceperim, sic patris, sic mariti memoriam venerari, ut omnia facta dictaque eius secum revolvant, formamque ac figuram animi magis quam corporis complectantur, non quia intercedendum putem imaginibus quae marmore aut aere finguntur, sed, ut vultus hominum, ita simulacra vultus imbecilla ac mortalia sunt, forma mentis aeterna, quam tenere et exprimere non per alienam materiam et artem, sed tuis ipse moribus possis. quidquid ex Agricola amavimus, quidquid mirati sumus, manet mansurumque est in animis hominum, in aeternitate temporum, fama rerum ; nam multos veterum velut inglorios et ignobilis oblivio obruit : Agricola posteritati narratus et traditus superstes erit.

TRANSLATED BY " AJAX "

You indeed, Agricola, were fortunate, not only in so distinguished a life, but also in a death so timely. By the account of those who were present to hear your last words, you met your destiny bravely and readily, as though doing all that a man could to credit the Emperor with innocence. But his daughter and myself, apart from the bitterness of a father's loss, feel our sorrow increased by the chance which prevented us from sitting beside his sick-bed, caring for him while his strength was failing, and drawing all the comfort we could from his features and embrace ; assuredly we should have caught some behests, some words to store in the depths of our hearts. That was the grief, the piercing blow that it was ours to suffer ; to us, through the circumstance of our long absence, his loss came four years earlier. We cannot doubt, best of fathers, that, with your devoted wife sitting beside you, every mark of regard was amply afforded you ; yet there were fewer tears shed in mourning for you, and on your last day there was something for which your eyes looked in vain.

If there is any place for the souls of the good, if, as philosophers believe, great spirits do not share the extinction of the body, do you rest in peace, and summon your family and me to turn from weak regret and womanish lamentation, and fix our gaze upon your noble qualities. We are forbidden either to grieve or to mourn for them ; rather let us honour you with admiration, with praise that shall never die, and, should our powers permit, with emulation : that is a real tribute, that is the regard that all your nearest and dearest owe. And to his daughter and his wife I would give this counsel : so to revere the memory of a father and a husband, that they ponder his words and deeds in their hearts and cherish the image and features of his mind rather than those of his body. It is not that I think one should protest against likenesses fashioned in marble or bronze ; rather, the face of man, and, like it, its representations are transient and must perish, while the image of the mind is eternal, and one can retain and embody it, not through any foreign medium or technique, but in one's own character. All that we loved in Agricola, all that we admired, survives and will survive in the minds of men for all eternity, through the celebrity of his deeds ; for while many of the men of old, as if unrenowned and unknown to fame, have been buried in oblivion, Agricola will live in his story, the heritage of posterity.

A Latin competition, which a number of competitors have asked for on various occasions, is certainly something of a novelty. We confess we awaited the outcome with some trepidation, uncertain whether enthusiasm for the classics was still widespread enough to provide a goodly field of contestants, and also whether the actual passage chosen would deter many on account of its difficulty. The result has, however, completely disposed of these apprehensions, and we feel the experiment—for such it was—has been absolutely justified.

Tacitus' eulogy of his dead father-in-law, although a fine specimen of his skill as a writer, is not by any means easy, and contains numerous pitfalls, both large and small, for translators. We will not proceed to mention the principal of these, and the ways in which various competitors dealt with them.

The biggest stumbling-block, and the one which tripped up the greatest number, was undoubtedly the change of person, caused by the fact that Tacitus alternately apostrophizes Agricola and talks about him. The passage opens with an apostrophe, which extends as far as *donares*. From *sed mihi* to *amissus est* is ordinary narration ; Agricola is spoken of, in the third person, not addressed. The second apostrophe begins at *omnia sine dubio*, and goes down to *pietas*. The rest of the passage, from *id filiae* to the end, is narration once more.

Many competitors, including several of the best, came to grief through failing to notice this. They rendered *filiaeque eius* as though *eius* was *tuae*, *amissus est* as if is were *amissus es*, and *filiae quoque uxorique* as " your daughter and wife," ignoring the fact that " your " clashes with *eius* in the following line.

The first three lines, which are fairly straightforward, were mostly well done, except that one or two competitors opened with " but," evidently mistaking *vero* for *verum*. *Pro virili portione* was also in most cases correctly rendered " to the best of your ability," or something similar. In *innocentiam principi donares*, however, which implies " making a free present of," " acquit thy emperor of blame," is not enough. We commend " Atossa," " H. C.," " M. B.-G.," and " Sinister " for realizing this.

" Corvus " and " Sinister " both got *valetudini* wrong. It here means " ill health," not " good health," and is not contrasted with *deficientem*. We liked " Hibernia's " rendering of *deficientem*, " sinking."

Satiari vultu complexuque is difficult on account of its terseness. The most literal rendering would be, " take our fill of gazing upon his face and embracing him." " Chauve-Souris," with her " to our heart's content," solved the problem neatly and elegantly. Such renderings as " enjoy " (" F. H.") and " have the satisfaction of " (" Corvus ") just miss the mark.

Several competitors went astray through not realizing that *figeremus* is final—" to plant," not " and planted." *Certe, pace* " Fidelis " and others, does not mean " at least," but rather " assuredly "—like *sine dubio*, only not quite so emphatic.

(*Continued on page* 466)

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The winner, "Ajax," was the only one who reproduced in his version the effect of the emphatic position of the words *noster*, *nostrum*, and *nobis*. Something must be done to bring this out: "*Ours* is this pain, *ours* . . . *by us*." "Sinew," "Nemo," and "H. C." did this for *noster* and *nostrum*, but not for *nobis*.

Many competitors, including the winner, missed "too few," the right meaning of *paucioribus*—a common use of the comparative. "J. E. P.," "D. S. S.," "Winton," and one or two others alone realized that *luce* means "day."

We were glad to see that most versions had the idiomatic rendering "philosophers" for *sapientibus*, though "wise men" will, of course, do. The best attempt at the whole phrase was "Ex or's" "as sages aver."

The mood of *suppeditet* was often ignored. The subjunctive should be rendered by "should," or by the English subjunctive, "if it be . . ."

Pietas here denotes *obligation*—"loyal duty" or something similar. We liked "veto" for *intercedendum*, alluding to the use of the word in connexion with the Roman tribunes.

"Chauve-Souris" translated *materiam* as "talent." This is ingenious; but *materiam* here must surely refer to *marmore aut aere* just above.

"In the record of history," &c., will not do for "*fama rerum*." The omission of *in* shows that the ablative is causal.

"Nisus," "F. L. G.," "Cormac," "F. H.," "Insolens," and "M. E. C." were too free and flowery. "Onyx" evidently found Tacitus a very hard nut to crack. We hope he will go through the passage again carefully with a good translation, and not be too despondent over his position on the list.

In conclusion, we wish to thank our various correspondents for their letters. Unfortunately, there is no space to deal with them now; but we hope to do so next month.

A Prize of Two Guineas is offered for the best translation of the following story, "La Carretilla," by Juan Ramón Jiménez.

En el arroyo grande, que la lluvia había dilatado hasta la viña, nos encontramos, atascada, una vieja carretilla, toda perdida bajo su carga de hierba y de naranjas. Una niña, rota y sucia, lloraba sobre una rueda, queriendo ayudar al borriquillo más pequeño ¡ay! y más flaco que Platero.

Y el borriquillo se destrozaba contra el viento, intentando, inútilmente, arrancar del fango la carreta, al grito sollozante de la chiquilla. Era vano su esfuerzo, como el de los niños valientes, como el vuelo de esas brisas cansadas del verano que se caen, en un desmayo, entre las flores.

Acaricié a Platero y, como pude, lo enganché a la carretilla, delante del borrico miserable. Le obligué, entonces, con un cariñoso imperio, y Platero, de un tirón, sacó carretilla y rucio del atolladero, y les subió la cuesta.

¡Qué sonréir el de la chiquilla! Fué como si el sol de la tarde, que se rompía, al ponerse entre las nubes de agua, en amarillos cristales, le encendiese una aurora tras sus tiznadas lágrimas.

Con su llorosa alegría me ofresció dos escogidas naranjas, finas, pesadas, redondas. Las tomé, agradecido, y le dí una al borriquillo débil, como dulce consuelo; otra a Platero, como premio áureo.

N.B.—Platero es un burro pequeño, peludo, suave; tan blando por fuera que se diría todo de algodón, que no lleva huesos. Sólo los espejos de azabache de sus ojos son duros cual dos escarabajos de cristal negro.

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All entries for this month's competition, which must be accompanied by the coupon printed on page 496, *must reach the office by the first post on August* 1, 1935, *addressed* "PRIZE EDITOR," The Journal of Education, *Three Ludgate Broadway, London, E.C.* 4.

Prize Essay Competition

JUDGING by the number of entrants in June, the Prize Essay Competition is rapidly growing in popularity. Of the three months in which the competition takes place, June is usually the leanest, mainly because of scholastic engagements, or other preoccupations in the summer term; but the number of candidates this month not only exceeded that of any previous June since the scheme was launched, but came little short of March entries, the most productive of the three months of the year. But a still more gratifying feature of the work was its high standard; never before was the awarding of the prizes more difficult to determine, a fact reflected in the large numbers in Class A, both Junior and Senior, the small numbers in Senior Class C, and the absence of that class in the Junior section.

Before noting some of the merits of the essays, a few points connected with external matters must be mentioned. The scripts were not always satisfactorily or neatly fastened together; some were devoid of margins; one was written on each side of the paper; confirmation of age and *bona fide unaided* and *uncorrected* work was sometimes belated; and in more than one case difference in penmanship (there was no signature!) alone showed that presumably the head of the school guaranteed the genuineness of the work submitted. All but the last of these deficiencies are trivial; but, if disappointment is to be avoided, the rules of the competition must be strictly complied with. It was satisfactory to observe that more than the usual number of boys competed; also, that a good many candidates continue to enter year after year. A candidate should not be discouraged if he or she falls short of the prize list, or if their names appear in B or C, when they may have thought themselves entitled to rank with the A's. We admire the perseverance shown by many, and have found that in not a few cases a higher class was attained after another attempt. The merits of an essay are not determined by its length alone, but on this, as on previous occasions, the essays were sometimes stinted in measure. Both Juniors and Seniors usually chose subjects that really interested them, and their handling of these was marked by knowledge and good taste. There was the usual wide range—narrative, descriptive, reflective, dialogue, discussions of authors and books, and so on; and in but few cases was the same subject repeated even by candidates from the same school. Quotation (usually apt, but sometimes jerkily introduced) was a feature of some of the essays, showing that observation and reading had gone hand-in-hand.

JUNIOR SECTION

Noteworthy amongst the Junior essays were: "An Adventure in an Elizabethan Mansion," "The Adventures of a Newspaper Boy on a Delivery Round," "A Red-Letter Day," "The Autobiography of a Piece of Chalk," "Desert Sun," "The Call of Somerset in May," "A Dialogue Between a Belisha Beacon and a Road," "Georgian Poems," classified fittingly and quoted with appreciation.

(*Continued on page* 468)

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JOSEPH PAYNE

A paper on the First Professor of Education in England, written by Miss Miriam G. Fitch, M.A., and contributed by the College of Preceptors, will be found in "The Journal of Education," February to June, 1934.

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The *Second Prize* went to the writer of "A Sea-Bed Adventure," the fictitious experience of a boy of 11 in helping in the salvage of a wrecked submarine. The essay showed in one so young both interest and no little technical knowledge. It was the work of Kenneth J. Ryall of the Ryde School, Isle of Wight. The *First Prize* was awarded to Maureen Hamill, Nôtre Dame Collegiate School, Leeds, for her essay on "A Wood in Summer," which was marked by fancy, reverent observation, delicacy of diction, and apt quotation.

Senior Section

Only a few can be cited of the many good essays submitted by the Senior candidates. "Books *versus* Solitude," was a thoughtfully treated theme: "the art of solitude" was almost a lost art. "Walking in the English Countryside," pleasantly blended description with reflection; and, in spite of the quoted opinions of Hazlitt and Stevenson, "hiking" seemed to the writer most enjoyable when undertaken alone. Two very careful essays dealt respectively with Shaw's plays, and Wells's literary style in "A Modern Utopia": specimens these of skill, one in reviewing a fairly wide range of books, and the other in dealing more minutely with one. One of the best mainly descriptive essays had as its subject the environs of Gower in South Wales; the style was easy and delightfully natural. An essay of remarkable range was that on "Scents." The writer flitted from the flower-garden to the streets with their petrol fumes and exhalations of "beery" public houses; from the floor polish of rooms and furniture to the culinary odours of the kitchen; to the disinfectants of doctors' and dentists' "torture chambers"; and, of course, the writer being a girl, to the delights of bottled perfumes and essences. Others included a practical essay on poultry-keeping, detective stories by Edgar Wallace and Chesterton, a lament (in the manner of Charles Lamb) on the destruction of an old hotel, a delightful description of Inns of Old London, and a careful and appreciative examination of Keats's sonnets. It would be easy to extend these references. Almost any one of the foregoing would have amply merited a prize. It was only after repeated perusal and most careful consideration that the following awards were made: the *Second Prize* to Margaret Willy, County School for Girls, Beckenham, whose essay on "A Railway Journey from Paddington to a Seaside Resort" combined fine description of scenery with incisive and humorous insight into human nature as seen in holiday time at a great terminus and in a crowded train; and the *First Prize* to Malcolm McDougall, the Grammar School, Hampton, Middlesex, for a discussion on "Progress," difficult as an abstract theme, but characterized by scope and power, rare in a youthful writer. It was an outstanding essay.

The following is a classified list of the candidates:

JUNIORS

First Prize: Maureen Hamill, Nôtre Dame Collegiate School, Leeds.

Second Prize: Kenneth J. Ryall, Ryde School, Isle of Wight.

CLASS A.—(*Alphabetical Order*)—Yvonne B. Bufton, The County School, Llandrindod Wells; Margaret B. Davies, The County School, Llandrindod Wells; Helen A. Fellowes, Nôtre Dame Collegiate School, Leeds; Pamela Griffiths, Girdlers' Collegiate School, Herne Bay; Katharine Hull, St. Mary's Convent, I.B.V.M., South Ascot; Robin F. Knowler, Ryde School, Isle of Wight; Alice E. Thompson, Secondary School, Stockport; Frederick J. Whitmarsh, The County School, Frome.

CLASS B.—(*Alphabetical Order*)—Hilda D. Adams, The County School, Frome; Margaret M. Halton, Nôtre Dame Collegiate School, Leeds; Philippa Horsfield, St. Mary's Priory, Princethorpe, near Rugby; Maureen Kilroe, St. Mary's Priory, Princethorpe, near Rugby; Maria A. Levy, The County School, Frome; Elizabeth J. Moseley, The County School, Llandrindod Wells; Jean Reynolds, The County School for Girls, Beckenham; Bridget Ross, St. Mary's Priory, Princethorpe, near Rugby; Anne Wheen, St. Mary's Convent, I.B.V.M., South Ascot.

SENIORS

First Prize: Malcolm H. McDougall, The Grammar School, Hampton, Middlesex.

Second Prize: Margaret Willy, The County School for Girls, Beckenham.

CLASS A.—(*Alphabetical order*)—Kenneth Baisbrown, Boys' Secondary School (North), Portsmouth; Charlotte Bowden, The Secondary School, Stockport; Thomas P. Cooper, Boys' Secondary School (North), Portsmouth; Mary E. Crawford, St. Mary's Convent, I.B.V.M., Cambridge; Kathleen Crouchan, Dun Laoghaire, Co. Dublin; Bernard A. Dabell, Ryde School, Isle of Wight; Enid Evans, The County School for Girls, Beckenham; Margaret F. Gadsdon, Walthamstow Hall, Sevenoaks; Betty L. Hinton, The County School, Frome; Mary Kirby, Nôtre Dame High School, Norwich; Douglas Lewis, The County School, Llandrindod Wells; Rosemary Lomax, St. Mary's Convent, I.B.V.M., South Ascot; Amy G. Longman, Walthamstow Hall, Sevenoaks; Cynthia Millar, Convent of the Sacred Heart, London, S.W. 18; Anne B. Miller, Nôtre Dame High School for Girls, Glasgow, W. 2; William R. Moss, The Secondary School, Stockport; Stephen E. Prior, Boys' Secondary School (North), Portsmouth; Sheila M. Purves, Nôtre Dame High School, Norwich; Eileen Russell, Nôtre Dame High School, Norwich; Nan Ryan, Nôtre Dame High School for Girls, Glasgow, W. 2; Donald A. Sutton, The County School, Frome; Gladys M. Taylor, Walthamstow Hall, Sevenoaks; Reginald St. V. L. Wade, Ryde School, Isle of Wight; Joan Walden, Convent of the Sacred Heart, London, S.W. 18; Dorothy Walker, The County School for Girls, Beckenham.

CLASS B.—(*Alphabetical order*)—Cynthia J. N. Campbell, Hereford House School, Ilfracombe; Winifred J. S. Evans, The County School, Llandrindod Wells; Adrienne Farrell, St. Mary's Convent, I.B.V.M., South Ascot; Marie-Aimée Gallwey, St. Mary's Convent, I.B.V.M., South Ascot; Elizabeth Harvey, St. Mary's Priory, Princethorpe, near Rugby; Gwyneth M. Hope, The County School, Llandrindod Wells; Sheila Jacobs, Convent of the Sacred Heart, London, S.W. 18; Maureen Macaulay, Nôtre Dame High School for Girls, Glasgow, W. 2; Maria Jose de Mello, St. Mary's Priory, Princethorpe, near Rugby; Patricia Nickson, Convent of the Child Jesus, Blackpool; Joan I. Roblon, Hereford House School, Ilfracombe; Joan Rogers, The County School, Frome; Dorothy J. Rowles, Girdlers' School, Herne Bay; Joyce Walker, St. Monica School, Warminster.

CLASS C.—(*Alphabetical order*)—Peggie Boxall, Lansdowne House, Swanage; Veronica Brend, St. Monica School, Warminster; Lindsay Darling, Dun Laoghaire, Co. Dublin; Jean Day, Girdlers' School, Herne Bay; Mary B. Donnisthorpe, St. Mary's Priory, Princethorpe, near Rugby; Betty Gade, St. Monica School, Warminster; Roy M'Isaac, Ryde School, Isle of Wight; Peggy Mace, Lansdowne House, Swanage; Joan M. Shields, Hereford House School, Ilfracombe; Ann Travers, Lansdowne House, Swanage.

Essays for the next Competition (not more than *three* SENIOR and *three* JUNIOR from any one school, more will not be considered) must be sent in by October 5, 1935.

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Unity of Educational Endeavour

At the twenty-sixth conference of the Association of Teachers in Technical Institutions, held at Bournemouth during Whitsuntide, the presidential address of Mr. D. W. Lloyd (Technical Institute, Old Trafford) was one which should receive the careful attention not only of technical teachers, but of all those engaged in educational work.

We congratulate him upon his survey of the problems which a scientific age has forced upon our attention. We accept his view that during the past twenty-five years two dominant motives have been apparent: the desire to preserve and extend liberty of thought and speech, and the desire to mitigate human toil. We very cordially agree that both these desires, expressed in social life and in the sphere of science and industry, have brought in their wake the most complicated reaction, the effects of which are world-wide and touch the sphere of education at every point.

Mr. Lloyd bids the technical teacher note particularly the tremendous change in our industrial system due to the development of technology. But the results of that change are by no means confined to the technical institution. "Magic," says Mr. Lloyd, "has entered our research laboratories, scientific advancement and the mechanization of industry have tended to shorten hours of labour and increased the possibilities of leisure, yet, at the present stage of our industrial development, we are faced with the chaos and misery of unemployment. Rationalization . . . one of the results of the increasing application of science to industry . . . produces the replacement of as many employees as possible by the minimum number of machines. There follows the paradox that in a world of increasing production vast numbers are unable to secure the necessities of life." It is a paradox that is felt to-day in every kind of school, and no kind of educational endeavour can be

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successful if it omits to note the effect of the machine on our modern civilization.

Who can avoid the implications of one of the most obvious of the results which scientific advance has brought us. Mr. Lloyd puts it well: "The isolation of countries has disappeared . . . geographical barriers are non-existent except to those who think in ancient terms; international wireless communication has no limits unless hampered by those who fear the free movement of thought. . . . New industrial contacts are possible which can expand and make friendships. Education in its widest aspects can become an international force and thus help to replace the narrow spirit of nationalism by the wider appeal of internationalism."

But the educationist who can so well survey the disappearing barriers between nations, and indicate the possibilities of world unity must also be able to apply the moral to the educational world. Just as national barriers must disappear, so must the irritating divisions of educational endeavour disappear also. Is it not a pity that we have so often to talk of "technical education" and "secondary education" and "primary education." Is there not, ultimately, just one thing with which we are concerned—education? Educational workers may appear to travel along separate roads, but they journey to the same city.

There is no need for this *Journal* to say how interested it has been in the developments of technical education for which Mr. Lloyd's Association can justly claim a great deal of credit. Our columns have consistently given publicity to the views expressed at A.T.T.I. Conferences. We hope, then, that we shall not be misunderstood, if we say that Mr. Lloyd might have gone further than he did in his pronouncements on the development of secondary (we use the word in its widest sense, not in its administrative sense) education.

Very rightly, Mr. Lloyd stressed the importance of the junior technical and junior commercial schools. We agree with him, with national committees which have examined the work of those schools, and with employers, that they have been eminently successful. We agree with Mr. Lloyd that the argument for their extension and development is forceful. We agree with him that there may be administrators who are not yet convinced that the junior technical school is an alternative form of secondary school "offering a suitable and special type of instruction which cannot be as well done in schools not designed for the purpose." But does all that mean that secondary schools cannot be designed to offer to at least some of their pupils a similar instruction? If barriers are to disappear in so many directions in order to secure a wider unity, why is it impossible for the secondary school to achieve that wider unity. At the moment we are not saying that it *is* possible; we are merely seeking information as to why Mr. Lloyd thinks he can dismiss the whole idea in a single phrase, unsupported by any kind of argument. "The multiple-bias school," he says, "is no solution." Why not? Can we not hear the reasons? If they are good ones we shall not hesitate to say so, but when we hear a suggestion that the London County Council is considering the establishment of schools on similar lines, it seems clear that there are, at least, arguments with which Mr. Lloyd should deal. To leave the matter just where it is fits ill with Mr. Lloyd's declaration that "negative characteristics are not sufficient to ensure progress . . . the need of to-day is for something constructive, the cultivation of the critical attitude, the acceptance of the practical results of constructive criticism and the maintenance of our charter of freedom against the encroachment of dictatorships."

We hope we do not appear to labour this point unduly, particularly since we would pay tribute to the ability and sagacity with which Mr. Lloyd had dealt with the general position. It is, however, an important point, and in the future, it may become a vital point in efforts to secure a unity of educational endeavour tending to the establishment of an educational system under which the leisure of a machine-blessed world may be wisely spent.

Occasional Notes

MR. RAMSBOTHAM, in introducing the Education Estimates, said that there had been solid, steady, and continuous development in our educational services.

The Debate on the Education Estimates.

He was able to point to an increase of only £112,000, apart from the money required for cancelling the salary cuts, but he said there was a decrease of 85,000 in the number of children attending elementary schools. At least 60 per cent were in highly organized departments. During the year ending March 31 last, seventy-three schools had been removed from the black list, and two-thirds of the worst of the black list schools had gone. Plans had been approved to remove and replace 148 more. Secondary education was really the touchstone of our whole educational system. During the past three years, the Board had worked hard to develop technical education and relate it more closely to industry and commerce, but much more remained to be done. Closely associated with technical education was education in art, and here there should be a greater degree of co-ordination than at present. Wireless and the film were both potent instruments of education, but at present their influence was largely out of school. More than 3,000 schools had wireless sets, but very few had cinema projectors, and he hoped that education authorities would give a great deal more study to this matter. Local education authorities should have their own organizers of physical training. Not enough time was devoted to this in secondary schools, and too many teachers were inexpert or unqualified. He hoped to increase their ranks from the Carnegie Physical Training College at Leeds. Finally, the restrictions on development contained in Circular 1413 as an emergency measure in 1931 were now withdrawn.

THE debate furnished a number of criticisms, not all of which came from the Opposition benches. Sir Percy Harris said that if the National Government

Some Criticisms:

produced a practical scheme for an emergency grant to secure a complete national system of education on the right lines, it would not meet with unreasonable opposition from the Liberal Party. Mr. Cove referred to what he described as "outrageous" questions set in entrance examinations to secondary schools, and doubted whether 5 per cent of members would pass the test.

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Captain Spencer complained that the whole curriculum in secondary schools was conditioned by the Matriculation Examination. Secondary schools did not exist for the benefit of the universities, and the School Leaving Certificate should be cut asunder altogether from Matriculation. He thus anticipated the announcement on this subject made by the northern universities. Lady Astor wanted a five-year plan for education, with consideration of the provision of nursery schools for children living in the slums. And Captain Evans urged the Government to prepare the way for raising the leaving-age, a reform which was bound to come about in the near future. The new Education Minister wound up the debate by saying he took comfort in the fact that there was general agreement that the time had come for the sinking of differences and for placing the interests of the children and of educational progress in front of everything else. We cordially agree with these admirable sentiments, and shall watch with interest the progress made by the Government towards their fulfilment.

Matriculation Reform.

THE announcement that the Universities of Liverpool, Manchester, Sheffield, Birmingham, and Leeds will not, after 1938, grant Matriculation certificates on the results of the School Certificate Examination is of great interest to all teachers. For many years now, the great majority of teachers have been convinced that the association of a university entrance examination with a school leaving examination has not been in the best interests of education. It has meant, in effect, that the whole secondary school curriculum has been dominated by the needs of the 5 per cent or so of pupils who proceed to the universities. Under the present system, a pupil must secure credits in five subjects if he is to matriculate on the results of the School Certificate examination, and the tendency frequently is to drop what are deemed to be unnecessary subjects. Thus what should be a general test becomes too specialized. Apparently the Higher Certificate is in future to constitute the entrance test. It is not clear whether some relaxation in the standard of this examination, which is above that of Matriculation, is to be looked for, or whether the present standard of entry to universities is felt to be too low. But at the moment the main feeling among educationists will be one of thankfulness that a beginning has been made towards the accomplishment of a reform they have long desired.

London 1910–1935.

THE social progress made during King George's reign has been surveyed from a great many points of view. One of the most interesting of these surveys is contained in a pamphlet issued by the London County Council, and bearing the title *London*, 1910–1935. Naturally most of the space is devoted to the multifarious activities of the Council itself, but some account is given also to the work of the other great authorities responsible for the good government of the vast Metropolis. Naturally also, we turn with special interest to the pages devoted to the London Education Service, which in some respects may be said to have led the rest of the country. The central schools are justly described as one of the most successful educational ventures of the past twenty-five years. About three-quarters of the elementary schools have been reorganized since the publication of the Hadow Report in 1926. We observe a cautious reticence as to the effects of this great experiment, especially as regards the new senior schools. Many beneficent activities, such as school journeys, wireless programmes, the use of the gramophone, and the circulation of a loan collection of 2,000,000 books, either did not exist twenty-five years ago, or were the subject of humble and cautious experiment.

Secondary Education in London:

IMPORTANT developments are foreshadowed in a recent report presented to the Education Committee of the London County Council. About a year ago, the Education Committee was requested to consider and report as to the differences in (1) the method of selecting pupils, (2) the length of the school course, and (3) the character of the curriculum in the different types of post-primary schools; and as to the adequacy of the present provision of these types of education for the educational needs of the children as a whole. An interim report was submitted in February last, mainly factual and descriptive. Certain aspects of post-primary education have now been investigated at greater length, and this investigation has been directed mainly towards the desirability of establishing a system of post-primary education which will function as an integral whole rather than in separate departments or types of school like the present system of senior, central, secondary, and technical schools, which are now administered under different sets of regulations. A suggestion has been considered that such unity might be achieved by the establishment of a new type of school which would be large enough to provide within its four walls most of, or all, the activities now carried on in existing types of post-primary school.

Multiple Bias Schools:

THIS proposal appears to be closely allied to the policy already adopted by some associations of teachers, the I.A.A.M. in particular. Enlarging on the proposal, the report goes on to say that some exception, or special arrangements with technical establishments, would probably have to be made for providing the instruction now so successfully given in junior technical schools. This training is highly specialized, and requires expensive equipment. For certain trades also, such as printing, too much duplication could not be justified. With this qualification, it is said, the new type of school should be organized in such a way that a good general education would be given for the first few years of the course, during which the pupils would find their proper level and bent through the adoption of the "sets" system; thereafter, special facilities would be available for differentiation in the curriculum according to the abilities and aptitudes of the pupils. In such a "multi-lateral" or "multi-bias" school it should be comparatively easy to transfer a pupil from one side to another according to the development of his interests and abilities, without incurring any psychological disturbance such as may arise from a further change in the locale of his school.

Disadvantages of the Present System.

IT is added that this organization would overcome the disadvantages of the present system, whereby pupils of 11 plus are transferred from elementary schools to senior, central, or secondary schools, and thereafter very little transfer takes place. Under the present system, there are justifiable reasons for not selecting pupils for transfer to junior technical

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schools before the age of 13 or 14, by which time many of the best pupils have transferred to secondary schools. It is suggested that more fluidity between all types of post-primary schools is desirable in order to secure that every pupil gets the type of education most suitable to his ability and particular bent. This new type of school would be open to all, and entry would be automatic, without any special examination. Thus the "multi-lateral" school would get rid of the disparities which now exist in the cost, equipment, and general administration of the various types of post-primary schools. It would also help to break down any prejudices which may exist regarding the relative merits of one type of post-primary education as compared with another. The committee recognizes that legislative changes might be necessary, and that the Board's regulations would have to be altered before such an experiment could be made, and financial commitments would be involved. But the scheme is most interesting to educationists as evidence of the lines on which one great authority at any rate is thinking.

THE High Master of St. Paul's make a useful contribution in *The Spectator* to the discussion on homework. At the outset, he disarms criticism by saying that every teacher probably has individual views on the subject, and that it would be arrogant for any one who has not surveyed the whole field of education to claim special authority to pronounce upon the question. Taking first the case against homework, he mentions the arguments that the school day is already quite long enough, without the addition of an hour or more of private study in the evenings; many pupils who travel to and from school are tired when they reach home, and ought to be able to devote spare time to hobbies; the modern home is not as a rule adapted to give opportunities for private study, and a boy or girl cannot work properly to the accompaniment of wireless or conversation. Homework in these conditions can be a heavy burden. On the other hand, there is a strong case for homework as a pupil grows older. As the time for the public examinations approaches, it is essential that he should spend time in independent study, while the candidate for a Higher Certificate or a University Entrance Scholarship probably derives more benefit from private study than from any other part of his week's work. Reformers would probably urge that examination requirements are too stringent, but it must be assumed that for some years to come the majority of pupils in secondary schools will be working for the School Certificate, and that a select proportion will continue their studies up to the stage of the Higher Certificate.

The Homework Problem:

CANDIDATES for these examinations could not, Mr. Bell continues, cover the necessary ground if homework were abolished, unless school days or school terms were lengthened. The former would increase the strain on travelling pupils, and the latter would mean exhausted teachers and probably exhausted pupils. Many think that teachers are unduly favoured in the length of their holidays, but it must be remembered that the teacher's work often means sixty to seventy hours of arduous toil, as lessons have to be prepared and work corrected. Holidays are not always times of complete recreation, for vacation courses are becoming more and more common, and "rusty" subjects have to be brought up to date. Those who are concerned with the future know that the problem of leisure must be faced, and the content of education must be changed to meet changing conditions. A greater place will be found for handicraft, music, art, and design. If a certain proportion of the work set for private study at home were to be devoted to these subjects, homework might become less burdensome, and the "practical" pupil would probably regard this as a hobby rather than a task. If the content of secondary education develops in these directions, the feeling against homework may be greatly modified. Still, every boy and girl, at any rate from 11 upwards, gains a great deal from having to carry out a piece of work without supervision or assistance from a teacher, and for this reason above all others homework is of real value as part of a general training during the formative years of life. It will be acknowledged that the article is a very fair statement of the various considerations involved, as well as an indication of possible future developments.

Further Points:

IMPORTANT topics were discussed by Councillor J. W. Catlow in his presidential address to the Conference of the Association of Education Committees at Southport. In speaking of the report of the Government Actuary on pensions, he remarked that the superannuation scheme was non-contributory when first established, and therefore the question of actuarial soundness did not arise, any more than it now arises in connexion with Civil Service pensions. "It is a curious, but perhaps characteristic type of reasoning that with the impost of contributions on the part of teachers and local authorities in relief of an obligation of the Government created by the Government, there should be the implication of further obligations upon the part of local authorities and of teachers to maintain the actuarial soundness of a Government scheme." Mr. Catlow also reminded his hearers that there is no superannuation fund, the Government having undertaken to meet out of revenue the obligations which it had created for itself. It seems to be evident that any attempt to increase contributions will meet with as much opposition from local authorities as from teachers, and we must again express the hope that it will not be made. In speaking of the salary and pensions cut, Mr. Catlow paid due tribute to the action of the Government in abolishing the cut and settling the pensions difficulty which arose from it.

The A.E.C. Presidential Address:

MR. CATLOW also made vigorous reference to the failure of the Government to allocate a larger share of the increased national revenues to a more vigorous development of the education services. He pointed to the increase of nearly ten millions on defence as against an increase of less than two and a half millions in the Education Estimates, most of which was in respect of the cancellation of the cut in salaries. "This means, therefore, that, save in the matter of teachers' salaries, the Government's education policy, as it is adumbrated in the Budget, is a policy of marking time, and the long awaited order to advance appears again to be postponed." He went on to refer to the black-listed schools, and suggested that the time had arrived when the Board should fix a limit for schools which,

General Policy.

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falling short of a reasonable standard—not necessarily as low as that which was applied by the Board in their last survey—shall cease to be recognized. Touching on the leaving-age question, he said that as an Association they proclaimed once again that the child should be educated not merely for industry, but for life, and added that there was little or no reason for any opposition to a higher leaving-age from the industrial point of view. It is pleasant to find a great administrator voicing so well the views of the whole teaching profession on questions of the day.

THE reorganization of the Government has resulted in the departure of Lord Halifax from the Board of Education and the appointment of the Rt. Hon. Oliver Stanley in his place. Lord Halifax has done very well as President in circumstances which were not very propitious for education. The last few years have not shown any marked advance, but this must be put down to the general conditions of the times. Even those who allege that Lord Halifax was brought into the Government mainly because his services would be of great use in matters relating to India, will not deny that he has shown a real interest in education. His successor, to whom we offer a cordial welcome, is a comparatively young man with a very promising record. His wide administrative experience as Under Secretary of State in the Home Office, Minister of Transport, and Minister of Labour, will serve him in good stead in his new office, and the wide popularity he enjoys will also be a great asset. Some fifteen years ago he showed his interest in the adult education movement by editing a volume of essays on adult education. The teaching profession will look hopefully towards him in the belief that he will bring a sympathetic mind to their problems. Perhaps to him will belong the honour of introducing a Bill to raise the school leaving-age.

The New President of the Board.

WHY is it that broadcasting has made so little headway in the schools of the country? Speaking at the annual conference of the Association of Education Committees, Sir John Reith, Director-General of the B.B.C., said that only 10 to 20 per cent of the schools at present made any use of broadcasting. For this he blames the education authorities. In his opinion they should have equipped every school with a good receiving set. But the problem is not, as Sir John Reith seems to think, mainly a financial one. Except within very narrow limits broadcasting is still more of a luxury than a necessity in the schools. In subjects such as foreign languages and musical appreciation its value has been proved. In other subjects the demand from the schools is not overwhelming; we are still in the experimental stage. Not even the Central Council for School Broadcasting can say with authority that the schools really want this or that particular course. The schools appreciate the willingness of the B.B.C. to help them, but they doubt its power. The B.B.C. must be content to go slowly, and must not underestimate the many difficulties in the way.

Broadcasting in Schools.

IN a review, published in the *Sunday Times*, of Mr. G. T. Garratt's biography of Lord Brougham, one of the founders of University College, originally called the University of London, Lord Eustace Percy makes the surprising statement that London University "remained for nearly a century the least characteristically English of our English educational institutions." London University, as founded in 1836, was modelled on Cambridge, a good English model; it represented a characteristically English compromise between sectarian and unsectarian claims to control higher education; it carried out the duties imposed by its Royal Charter conscientiously and generously; it refused to interfere with the work of institutions to which teaching and other functions were assigned. Are we not prone to forget that, save for a few professors whose discourses attracted few listeners, Oxford and Cambridge Universities were not until comparatively recent years "teaching" universities, one of their chief functions being to assess the teaching of their masters by the grant of degrees. As officially stated, the original purpose of the University of London was "to perform all the functions of the Examiners in the Senate House of Cambridge."

London University:

THE election of Mr. H. L. Eason as Vice-Chancellor of London University calls to this high office a distinguished surgeon with a record of efficient service in his profession and his University. The medical tradition in relation to this office appears to be firmly established, for of the fifteen Vice-Chancellors who have been elected since the reconstitution of 1900 not less than seven have been medical men. Science is not represented on the list at all, though the Vice-Chancellor at the time of the reconstitution, Sir Henry Roscoe, was a distinguished man of science. There have been three mathematicians, two representatives of arts, one economist, one lawyer, and one cleric. This is further evidence of the exiguous contribution of men of science to administration, due, we may suppose, not so much to apathy or inability as to absorption in their scientific work. This abstention must inevitably react on the spirit in which the University attacks its own problems, and on the consideration shown to claims for scientific development, especially in the direction of research.

New Vice-Chancellor.

SIR ERNEST GRAHAM-LITTLE'S letter reprinted in another column, raises an important question. A privilege not valued, such as the participation of the graduates in the control of a University, is soon withdrawn. We no longer see troops of masters of arts in clerical garb arriving at Oxford or Cambridge to decide such questions as compulsory Greek or the admission of women to university membership. In these ancient universities, however, the privileges of masters in university legislation have been restricted not because they were not valued. Sir Ernest Graham-Little suggests that there is an increasing difficulty in finding qualified graduates, other than university teachers, to stand for election to the Senate as representatives of Convocation. Can the lay graduate contribute anything useful to the government of a university? The tendency to restrict the influence of graduates is to be seen (as already noted) at Oxford and Cambridge, in new constitutions such as that of Reading University, and in the current recommendations of the Moyne Commission on Durham University.

University Government.

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IN public and secondary schools the "old boy" and "old girl" influence is largely sentimental and benevolent. The term "school tie" is passing into the language. In the American universities the *alumnus* influence is of the same character. But in the historic universities, the participation of graduates in the government of the university was fundamental, though the share taken by graduates who had left their studies for professional pursuits often gave rise to controversy. To-day, the role of the graduates should be to maintain old traditions, to interpret the needs of the professions, of the secondary schools preparing students for the university, of the students themselves and their parents, of the ratepayer and tax-payer, and, in general, to bring mundane affairs into the cloistered seclusion of the universities. This influence should be healthy and stimulating and should be welcomed *per se* apart from historic rights. And it will be a misfortune to the universities if the co-operation of the graduates is not willingly offered.

Lay Influence in Universities.

THE University of Durham Bill passed its second reading in the House of Lords, on the motion of Lord Halifax, Secretary of State for War, who, a few days before, was President of the Board of Education. Its purpose is to appoint named commissioners to make statutes for the University "in general accordance" with the recommendations of the Royal Commission presided over by Lord Moyne, summarized in the April number of *The Journal*. These recommendations, Lord Halifax said, though far-reaching, had been "very generally welcomed." The precedent set by the University of London Act of 1926 has been followed and we shall not be surprised if some of the difficulties raised by the London Bill, especially the meaning of the words "in general accordance," are also encountered when the Statutes for Durham University are under consideration. Durham presents some peculiar problems. The amalgamation of Armstrong College and the College of Medicine at Newcastle-on-Tyne, will necessitate the dissolution of two corporations now established as limited liability companies.

Durham University Bill:

IF objections are raised to the voluntary liquidation of these corporations, will the Commissioners be able to force the hands of the members? Experience has shown the difficulty of amalgamating colleges with different traditions. From the viewpoint of old students, the process appears to be in the nature of matricide, and often arouses strong resentment. This aspect of the question may be regarded as sentimental. The question of control is more practical. An old-established medical school, such as Newcastle-on-Tyne possesses, may be expected to demand that its future control shall rest in the hands of experts. In London the medical schools under their Deans are possibly the most distinctive and efficient in the university and so far from the question of amalgamating with a general college having arisen in London, the reverse process was seen in the independent establishment of University College Hospital Medical School as a result of the Act of Parliament incorporating University College in the University. In Wales, recently, the medical school at Cardiff has been separated from University College. On the other hand, in great cities such as Liverpool, Manchester, Birmingham, and Leeds old-established medical schools have been absorbed in new universities.

Amalgamation of Colleges.

MORE than once we have directed attention to the "Friends of Europe" publications. The most recent of these is a pamphlet entitled *Hitlerism: Why and Whither*, by Prof. Norlin, President of the University of Colorado, who spent the academic year 1932–3 at the University of Berlin, holding the Theodore Roosevelt professorship of American History and Institutions. It is obvious that Prof. Norlin had quite exceptional opportunities of observing the state of affairs in Germany, not only because of the position which he held, but also because of the period during which he held it. For between the Germany which he entered in 1932 and the Germany which he left in 1933, he saw an astonishing contrast—the contrast between division, discord, and humiliation at the earlier date, and aggressive confidence at the later. But beneath the surface he observed also that the violent suppression of all freedom means that by no means all Germans are happy. The sub-title of the pamphlet, "Some Aspects of a Religious Revolution," is significant, for in Prof. Norlin's view Hitlerism takes on the characteristics of a new religion. We are glad to see that Mr. H. A. L. Fisher writes a commendatory, albeit a discriminating, foreword. The pamphlet is to be had, 3d. post free, from the Friends of Europe, 112 St. Stephen's House, Victoria Embankment, S.W. 1.

An Informative Pamphlet.

THE Education Committee of the League of Nations is eager that teachers and pupils should be trained in the spirit of international co-operation. For this, it is essential that they should be able to talk and write to the inhabitants of other countries in their own tongue. The Committee desires teachers to combat exaggerated nationalism and to encourage wider mutual understanding. If we understand the emotions of other nations we can the better understand their actions. Since the War, English has been a very popular language on the Continent and there are many more thousands learning it, some urged to do so by the talking films. In our schools 98 per cent learn French as their second language, which is far too large a proportion. German, Spanish, and Italian have far too few learners. The Committee has issued a report which should be studied by all modern language teachers. It will give the younger ones many useful hints, such as to vary their readers in order to broaden their pupils' vocabulary, to read less imaginative literature and more books on the life and civilization, the history and geography of the foreign country. The oral teaching should deal with the everyday expressions and avoid the dullness of long phonetic training. The reading and acting of a play render many colloquial phrases almost instinctive. Foreign newspapers should be read; foreign travel should be encouraged as much as possible. All this will make pupils good Europeans without ceasing to be good English.

Modern Languages and World Citizenship.

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MR. J. O. ROACH, Director of Studies in French of three Cambridge colleges, made a most stirring speech at the Conference on International Relations at the Guildhall last month. He said that in the post-War period we had slipped back into academic seclusion. We could not escape the fact that the pupils of to-day would either be the victims of the next war or live to make closer contacts with European nations. The ideals of the modern language teacher must be revised; he must not give way to a snobbery of literature. Again, there was an insistence on a sound knowledge of English history and literature before the foreign ones were studied. But a knowledge of literature is trivial compared with a training of the mind for self-expression. History and economics must be studied as well in order that we may know the mind of other nations. He thought far too much importance was given by appointment boards to the Ph.D. and Paris doctorate whose holders had probably done nothing but write a book about books. Instead of such dry-as-dust work, which is suitable for the elderly, he would make the student travel and get to know his fellow-men, see what was being done by all classes abroad, and try to become a good European. This distinctly needed saying, and few speakers on educational subjects have Mr. Roach's outspoken courage.

Modern Languages and the Universities.

IT was only natural that, at the recent Guildhall conference on the Teaching of International Relations, the fear of "Propaganda in the Schools" should once again be voiced, if only to expose the weakness of such a fear. Some knowledge of current affairs and some understanding of the problems that face the world to-day can, and, should be acquired during the school career. There is no more serious gap in the education of boys and girls than to send them from school without some introduction to these problems. And yet some teachers would still avoid the introduction of modern problems, of anything controversial, into the school curriculum—for various reasons. The textbooks do not help. External examinations fight shy of them, and we have no time to browse beyond the examination syllabus. The teacher himself is not enough master of the problem to present it from all points of view. It is impossible to get at the truth without prejudice. For these, and similar reasons, the attempt to include current affairs in the school curriculum is often ruled out, although it would be impossible to find in any other subject better material for encouraging boys and girls to think for themselves. What exactly is propaganda? It has been said that defence of the *status quo* is not propaganda; the advocacy of any change or reform is propaganda. If that is so there must be two kinds of propaganda—good and bad. Even in education, propaganda has its legitimate place. As one speaker very effectively said, "Suppression of the essential truth is worse than propaganda."

Propaganda in the Schools.

MR. C. K. OGDEN, the inventor of Basic English, may well be the cause of our language becoming the means of communication among the nations of the world. He has chosen 850 words as the simplest and most often needed, and has given rules for putting these words in their right places. Except for its pronunciation, English is the easiest language for foreigners to learn. As a modern living tongue it is preferable to a revived ancient language or to a newly invented one. The talking film has already propagated it in every corner of the world. Some books have been written in Basic English without the world realizing it. Mr. Ogden estimates that a reader of *The Times* needs a vocabulary of 50,000 words, although he could get along with 25,000. He estimates Mr. Churchill's vocabulary at 25,000 to 30,000 words, but practising lawyers accustomed to study briefs on specialized subjects, and highly educated scientists and engineers may need as many as 60,000 to 80,000 words. Whereas a teashop waitress gets on with 7,000 and a trade union leader has no more than 10,000. How then can they understand the many unusual words used in advertisements in newspapers and on the hoardings? Mr. Ogden may in future ages be ranked with Caxton.

Basic English.

THE annual general meeting of the Educational Institute of Scotland provides a suitable occasion for reviewing the activities of the past year and for anticipating those of the future. Mr. Malcolm McKinnon, in his presidential address, discussed the position of the primary school, a part of our educational system too apt to be forgotten these days in the marked attention devoted to adolescent and post-school education. He pointed out how much the work was hampered by the retention of school buildings long out of date, frowsy and depressing, built in mean and noisy streets. Many of these have been condemned in inspectors' reports, but their sturdy walls do not fall down at the mere blast of inspectorial trumpets, and teachers feel strongly that the country must begin to talk business on this point. In many districts, in fact, the slums are disappearing quicker than the slum schools, with the strange result that children are being compelled by the State to leave bright, healthy homes and spend at least half of their working day for seven of the most impressionable years of their lives in schools of far lower standards of health and hygiene. An A1 nation can never be reared in this way. It is only the teachers who serve in such buildings who can fully realize the almost fiendish ingenuity with which these obsolete buildings can thwart the realization of modern ideals. Some of the Scottish authorities, by their action in building splendid modern schools, have shown that they know exactly what is wanted. But these delightful schools are so few, and the others are so many!

Obsolete Schools in Scotland.

OF the many reports submitted at the annual meeting of the Educational Institute, the most important and the one which roused the keenest controversy was the report of the Education Committee submitted by Mr. Crampton Smith. The matter principally under discussion was a suggested scheme for the training of teachers. The Educational Institute has for many years kept steadily in view the policy of making the teaching profession a graduate profession throughout, and as a matter of fact the great majority of the candidates who now come forward for training are already in possession of a degree, many of them of an honours degree. It would thus appear likely that the Institute's policy might be realized before the lapse of many years. There are two difficulties in the way, however. A Scottish

Teacher Training.

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degree is not well designed for the modern teacher, and the single year's training that the graduate puts in after obtaining his degree is not enough to equip him professionally for his work in school, and has to be supplemented by further training in vacation classes. Mr. Crampton Smith's Committee now suggests a variety of courses, each extending over four years, combining training college and university classes, all of them equal in status, although not necessarily leading to a degree. The question of salary comes in here, for graduate teachers are paid more highly than non-graduate teachers, and the annual meeting found it difficult to believe that education authorities would be prepared to look upon all these courses as entitling teachers to the graduate scale. It was felt also that these courses would affect women only, as men teachers must be graduates, and unless this proviso is abrogated, such sources would merely serve to bring unwanted division into the profession.

A Welsh National Council of Education.

SOME fifteen years ago, the Board of Education set up a Departmental Committee to inquire into the position and possibilities of Welsh Secondary Education, its organization, its control, its relations with elementary, university, and other forms of education. The main, and most contentious recommendation of that Committee, which was presided over by the Hon. W. N. Bruce, C.B.—recently awarded the Companionship of Honour—was that a National Council of Education should be set up for Wales. Its nucleus was to be the Council of the University of Wales. Since then this matter has been the subject of intermittent, but concentrated, discussion, the main points of difficulty and difference being (1) the distribution of representation on the Council between rural and urban areas, and (2) the relationship between the Council and the Minister for Education. At the last meeting of the Federation of Education Committees in Wales and Monmouthshire the matter came up again for discussion. Not only was there some criticism of the general proposals, but the general body of detailed recommendations was thought by some delegates to be immature. It was urged for the motion that Wales was an enlightened democracy which had special needs and circumstances, and which had made valuable pioneering contributions to educational thought and practice. Wales could not continue to make this contribution unless she were given greater autonomy and more freedom. There should be a Secretary of State for Wales who would secure contact between the Council and the Government. It would not appear that the difficulties of what would happen in the event of a conflict of views between the Council and the Government, or if the Government in power had no elected representative for a Welsh constituency whom it could appoint as secretary, were resolved at the conference.

Wales and the B.B.C.

NOW that, at long last, the B.B.C. has conceded to Wales its right to have its own broadcasting station, new lines of policy in broadcasting in Wales are being pressed forward with characteristic energy, especially in relation to listening-groups in adult education and in connexion with county libraries. For the last ten years the Welsh County Library Authorities have met in conference in various parts of Wales. The focal point and source of inspiration is the National Library of Wales which, in this direction, has exerted a wider and deeper influence than in any other. The B.B.C. recently appointed an Education Officer for Wales, and at the last conference of Welsh Library Authorities this officer spoke on the functions of broadcasting in relation to adult education and libraries. It was suggested that in and around the various branches of the county libraries, listening-groups might be set up and that the libraries would be, in future, in an excellent position to supply reading matter for the groups in the form of books and pamphlets recommended by the B.B.C. Experiments in this direction based on Welsh courses and talks had already been initiated in Cardiff and, as Wales was now a separate broadcasting unit, there was great hope of a new contribution to the many benefits of the service along original lines. Soon it was hoped to have groups in every village and town in Wales. Some delegates thought that attention should first be concentrated on the school, as the scholars would then, later, more naturally take up membership of listening-groups. It was also urged that the scope of work in evening institutes would become much wider and richer if some of their work were done through such groups.

What is a University?

PLEASURE, commingled possibly with surprise, will be experienced in finding a discussion of the nature of a university in a presidential address to the Royal Statistical Society. Prof. Major Greenwood's address, turns from the statistical aspects of university education to more abstract questions. He appears to agree with Mr. H. G. Wells that universities must always live in the past, their pabulum being like the white queen's ladies-maid's jam yesterday, and jam to-morrow, but never jam to-day; and admits that Mr. Wells's criticism of the ordinary arts course as "a wasteful prolongation of puerility" is not mere invective. It is true, as he says, that universities have never regained the influence they exercised in the heyday of scholastic philosophy. The total collapse of political freedom throughout the greater part of central and eastern Europe is mainly due, in Prof. Greenwood's view, to the fact that the populations are not educated at all. They may be instructed but that is a different thing.

William Cobbett:

THE centenary of the death of William Cobbett has been celebrated, a deserved tribute to the John Bull of his day and generation, the hater of social and political corruption, the reformer who suffered exile and imprisonment, the Radical who fought against the Industrial Revolution and the ruin of Old England; withal, a man as Carlyle said, "with singular humanities and genialities, shining through his thick skin." What was his attitude toward educational reform? Cobbett was a member of the Parliament which in 1833 granted £20,000 for the purposes of education by a majority of fifty to twenty-six. He opposed the grant on the ground that education was not improving the condition of the country. Men were becoming more and more immoral every year. Education did nothing but "increase the number of schoolmasters and schoomistresses—that new race of idlers." It was a French—a Doctrinaire—plan. These views from an ardent reformer in other directions seem discordant with his life-works at that time drawing to its close.

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The Unacademic Side of Welsh Secondary Schools

By EVAN T. DAVIS, M.A., Secretary, West Sussex Education Committee, formerly Director of Education, Pembrokeshire

THE annual *Report of the Board of Education under the Welsh Intermediate Education Act of* 1889 is a document which, whilst usually revealing the solid extension and marching forward of secondary education in Wales is, as is the nature of "grey books" and departmental reports, not usually an inspiring document. This year, however, there is tucked away in it, as paragraph 8—without any special introduction—a section which is, without any question, one of the best written, most vivid, most practical, and most interesting documents published on Welsh education of recent years. The Permanent Secretary to the Welsh Department is to be congratulated very warmly not only on the richness of the form and content of this contribution, but also on the vision which has seized on a side of Welsh education about which there has been for some years not a little misgiving. Not only have the pessimists been silenced when they read this spirited and inspiring document, but heart will be put into secondary education in Wales in days when it is not easy to be courageous. There is only one possible criticism, and that is that "paragraph 8" is too short. If the Department can, as the result of further inquiries and contact with the schools, expand this paragraph into a proper "report" with details of interesting experiments on this unacademic side of school life, it will have laid Welsh education under an obligation of very real gratitude.

Not many years ago Welsh secondary schools were severely and consistently criticized for devoting themselves too exclusively and narrowly to preparing pupils for the examinations of the Central Welsh Board. Now the report reveals a notable change of attitude in these schools from "small groups of enthusiasts devoting their spare time to studying the habits of beetles or hunting for oddly-shaped pieces of flint," to a position in which there is "no school which does not to a greater or lesser extent encourage and esteem the manifestation of its corporate and unacademic life." The usual difficulties are set out—pressure of academic work on the staffs; demands of examinations, lack of accommodation for corporate endeavour, pupils having to hurry away to catch train or bus, inability to finance anything more than the bare academic necessities in depressed areas. We are then told how these difficulties have been overcome. Wise words—extremely well put together—are then written about the danger of attempting a variety of unacademic activity beyond the scope and resources of the school.

Cheerful social activities, such as the "House" party, afford an opportunity for the revelation of unsuspected gifts. Classwork is directed to training the mind; corporate and out-of-class activities apply the mind to life itself. In school camps the "pent-up exuberance which might otherwise have ruffled the smoothness of a mathematical demonstration, spends itself . . . to the common benefit in chopping wood." The school eisteddfod with its opportunities for developing talent, creative and "presentational," in poetry, music, and the crafts, is not only providing the "seed bed" out of which the "poetical, dramatic, and musical genius will be maintained," but is supplying the pupil with that capacity to amuse, edify, and interest himself which we are rapidly losing through the impact of mechanical, cheap, standardized modern entertainment. Field clubs are providing an opportunity for independent thinking which the presence of examination syllabuses tends to crush. Schools, in providing "adventures in altruism and social service," are correcting the tendency to "ego-centricism" which pursuit of examination success too often brings. Corporate school life provides opportunities for the acquisition of that "social ease" which was the exclusive hall-mark of the public school boy and girl. Most important of all, these corporate activities, taking in as they do the environment with the school, put the school into its proper setting, not as an isolated unit, coldly and academically aloof from the real activities of ordinary life, but as the incubator not only of social leaders and good citizens, but of new ideas taking account of new developments in thought and ideals. Finally, corporate activities are correcting the worst dangers of that specialization which seems inseparable from modern secondary education. They train the pupil to realize that though he may "attain to great proficiency in a restricted field of specialized knowledge," he may yet "fail dismally as a human being" unless he develops in himself those latent capacities for touching the richness of life at many points.

Topics and Events

SKETCHING WITH VENUS PENCILS.—Under this title the Venus Pencil Co., Ltd., Clapton, London, E. 5, has published a booklet by Mr. H. W. Jacobs on the art of pencil sketching. Commencing with practice strokes, the reader is given clear advice on direction of strokes, contracts, tracing, and light and shade. The illustrations are beautifully executed and the booklet should be of great service. Readers will be forwarded copies by the Company on application.

* * *

PRIZES FOR ESSAYS BY ART TEACHERS.—The following awards have been made by the Royal Society for the encouragement of Arts, Manufactures, and Commerce for the best essays on "Training Art Students for Industry and Commerce": First Prize, £50 and a life Fellowship of the Royal Society of Arts, Mr. F. A. Taylor, School of Art, Hackney Technical Institute; Second Prize, £10, Mr. A. H. Rodway, School of Arts and Crafts, Keighley; Third Prize, £5, Mr. S. M. Scott, Sunderland, and Mr. G. A. Stevens, Eastbourne College.

* * *

STUTIS: THE SECONDARY TECHNICAL AND UNIVERSITY TEACHERS' INSURANCE SOCIETY.—The twenty-third Annual General Meeting was held on June 5, at the offices of the Society, 47 Gordon Square, W.C. 1. In moving the adoption of the report of the Committee of Management for the year 1934 (dividend section), the Chairman, Mr. J. S. Davies, referred to the increasing number of men and women in the teaching profession who were awakening to the advantages of STUTIS as a provident society. Membership had gone up 18 per cent. The dividend returned per guinea of the annual premium had been maintained at 15s. 6d.—a position particularly gratifying in view of the fact that no separate and additional charge for management was made to members. Investments at cost on December 31, 1934, amounted to £41,253 4s. 3d. (market value £53,640). The Vice-chairman, Mr. Tudor F. Jones, in moving the adoption of the audited accounts and balance sheet, emphasized the strong position the Society had built up in twenty-three years. The reserve fund was more than ample; sickness claims for the year had been met out of income with a wide margin to spare. A message conveying the esteem and gratitude of the meeting was sent to the ex-chairman, Miss Henrietta Busk. Attention was called to the eligibility of all members of the teaching profession for membership. The annual meeting of the Dividend Section was followed by that of the State (National Health Insurance) Section. The Report of the Fourth Valuation made as at December 31, 1932, by the Government valuer was submitted to the meeting. The disposable surplus for additional cash and treatment benefits (quinquennial period 1935–39) had been certified to be £22,399. The benefit scheme drawn up by the Committee of Management was ratified. This covers grants for dental, ophthalmic, nursing home, convalescent home, and other treatments, and medical and surgical appliances.

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Head Mistresses in Conference

THE Sixty-First Conference of the Association of Head Mistresses was held at Cambridge on June 21 and 22. The Mistress of Girton College was the hostess, and members were housed in the pleasant and spacious Colleges of Newnham and Girton. The meetings were held in the Guildhall, where the conference was welcomed on Friday morning by the Vice-Chancellor of Cambridge, the Mayor of Cambridge, and the Mistress of Girton.

The Chairman of Committee (Miss M. Davies) in moving the adoption of the annual report, gave a brief survey of the activities of the Association during the year, and in the course of formal business, appreciative reference was made to the proposed new examination regulations of the Northern Universities Joint Matriculation Board, in particular to that which allows the separation of the First School Examination and the award of the Matriculation Certificate and grants the latter on combined achievement in the School Examination and the Higher Certificate.

After routine business, the conference turned its attention to the main subject for discussion—the physical and mental aspects of education, thus completing the consideration of " The Education of the Whole Man " which was begun last year by the consideration of religious education.

In a spirited and challenging paper, interpenetrated by philosophic thought, Miss Fanner (ex-President) dealt with the physical aspect of personality and put the case for the development of a " fair mind in a fair body." She referred to the value of co-ordinated activity of mind and body and the need for the cultivation of a sense of rhythm in movement, form, and colour. She pleaded for the recognition of the beauty of the body, and its training in all its functions, the recognition of physical and practical achievement in itself and not on a competitive basis, and for fuller enjoyment of the physical side of personality. She spoke of the danger of too much passivity in the class-room, stating that the training of the sense organs does not stop at the Montessori stage, but that the mistake was that it ceased to be explicit : there was so much to encourage the passive and superficial use of the senses in the enjoyment of wireless, films, and picture papers that the cultivation of the active and discriminating use and enjoyment of these organs was vitally necessary. With regard to definite physical training Miss Fanner said that the training of bodily movements needed to be reconsidered and put on right lines, the fact that we did not need more time for games and gymnastics was already understood, and the team spirit had been overdone. She also pleaded for attention to the philosophy of clothes.

Miss Morison (Francis Holland School) dealt with the contribution of aesthetics to a well-balanced life, and pleaded for the awakening of imagination and a sense of beauty through art and music and all creative activities.

These papers were followed by consideration of such practical matters as the position of the gymnastic mistress in the school, the medical service in the school, and the value of close co-operation between the headmistress and the school doctor on questions of health, and between headmistresses and parents on such matters as overstrain, late bedtime, and the co-ordination of home and school activities.

Before the main subject of the conference was resumed on Saturday morning, a resolution proposed by Miss Franklin (Lewisham Prendergast School) and seconded by Miss Clarke (Manchester High School) was carried urging His Majesty's Government to make an annual contribution to the International Committee on Intellectual Co-operation to enable educationists to travel and advise concerning training of boys and girls in the spirit of international co-operation.

Papers were then read by Miss G. M. Morgan (Colston Girls' School, Bristol) on Preparation for Work; by Miss I. B. Ozanne (Eltham Hill School) on Preparation for Leisure; and by Miss M. Bone (Yeovil High School) on The Preparation for Life as a Citizen of one's Country and of the World. Miss Morgan gave an interesting survey of post school occupations of girls, and deplored both the lack of adventure and enterprise—which is shown in a too ready acceptance of clerical work of a routine character by girls who have potentiality for wider activity—and the lack of financial help available for training for careers other than that of teaching—which resulted sometimes in the adoption of the teaching profession by those who had neither temperament nor enthusiasm for it, because only by pledging themselves to teach could they gain access to an academic course or obtain after-school training. She also referred to the unfortunate lack of co-ordination between school or university examinations and those which give entry to the Civil Service. Finally she pleaded for the development of wider opportunities in industry, in organized domestic work, and in work involving the care of children.

Miss Ozanne considered the means by which girls may be helped to find a source of happiness within themselves in hours of leisure; and Miss Bone, the ways of arousing a desire for service by kindling interest in and knowledge of the wider life of the community and the national and international problems of the day.

The series of papers contributed by headmistresses was interrupted on Friday afternoon by an address by Dr. J. T. Sheppard, Provost of King's College, Cambridge, on " Homer and Other Things." Under a cloak of characteristic humour and discursive challenge, Dr. Sheppard set forth his passionate conviction in the value and delight of a study of Homer, and showed how subtly the reader of Homer is brought into contact with fundamental and unchanging problems of character and action, and becomes conscious of ideals and conceptions that have contributed much that is best to the religious and social life and thought of all generations.

The conference was brought to an end by the president's address. In this, her second (and last) presidential address, Dr. Brock dealt with the difficulties and responsibilities that headmistresses have to face. She said that in her visits to the branches of the Association during her presidency, she had met with a certain amount of depression of spirits in some of the older members, and a sense that they had no longer the freedom which they once enjoyed—that the grip of officialism was closing upon them and that education was becoming mechanized. Even some of the younger members of the Association felt that there was less scope for adventure than there had been twenty-five years ago. Whilst she welcomed and rejoiced in the growing solidarity of the profession, she saw certain obvious dangers such as the type of administrative mind which was enamoured of uniformity, which was too often curiously identified with justice. It has been said that uniformity meant that those who had any privileges lost them. There was danger also, with the growing power of administrators, that some values, not reducible to statistical expression, might be lost sight of or even dismissed as " sentimental."

Dr. Brock paid her tribute to the L.C.C., who aided her with more than money, and left her so large a measure of freedom. She welcomed advance on any part of the educational front, though, at the same time, she deplored deeply disquieting things which had recently been happening in some parts of the country, usually in connexion with schemes of reorganization. More especially she deplored the proposed destruction, or the complete change in character, of certain flourishing girls' schools, and the fact that the first intimation of those proposals had reached the headmistress through the local Press. The issues at stake were national, not local. One of the outstanding features of the English tradition in education was the

(*Continued on page* 488)

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individual character of the schools. This Association wished to preserve that rich variety. If the impression gained ground that continuity of existence was less secure in the municipal schools than in independent schools, it would have disastrous repercussions. Such things as she had alluded to simply would not happen to Eton and Harrow, to Cheltenham and Roedean. She asked whether a class distinction was to creep into the girls' schools, undoing the work of the past thirty years. They faced many difficulties in education, but the most disintegrating of all was a sense of insecurity. She pleaded for the confidence of those who administered education, so that headmistresses should be taken into partnership before plans had crystallized into any final form. She emphasized the fact that the freedom of internal organization which was still theirs was the envy and the amazement of visitors from overseas.

Then speaking of relationship with the staff, the most vital of all school personal relationships, and on which the happiness and the peace and the efficiency of the school depended, she commended the "costly grace of accessibility"; and she advocated the delegation of a *real*, as distinct from merely superficial responsibility. Holding no brief for muddle or confusion of aim, she was convinced that they would not train up a generation to be adventurous and free if in the women who taught them adventure had died from want of exercise. Balance was perhaps as important in headmistresses as in the curriculum; but headmistresses should be themselves; the antidote to the professional person was the natural woman, and she was sorely needed in the ranks of all professions. She might and she should be efficient; but real efficiency did not glitter, it was taken for granted.

Speaking of the main subject of discussion, "The Physical Aspect of Education," Dr. Brock said that the headmistress, the school doctor, the gymnastic mistress, and the form mistress, must all co-operate with the parents in creating a new attitude to this whole question.

With regard to religious education, the subject discussed last year, the new Institute of Christian Education would be invaluable in bringing into partnership the theologian who had to restate the Christian faith in terms of a new intellectual environment and the teacher who could try out that restatement and report progress, so that together they might meet the challenge of these times. Large sections of European life had cut loose from even nominal adherence to Christian principles; in England things were hanging in the balance, and the present school generation might determine the issue. After eighteen years in South London she found herself believing in education more and not less, and believing more in democracy, in education opportunity. There was terribly little we could give the next generation; it was only inner security and integrity which could serve them and fortify them against circumstance. Because that was so, education, truly conceived and practised, was coming, in these days, into its own. If teachers were called to do new things in a new way under new conditions, their business was not the training of a class but to share in the training of a nation. Secondary education was not only for leadership; it was a stage of education for all, its form adapted to their several abilities. The cause which they served was an expanding and not a shrinking service.

The Conference Service was held on Friday afternoon at the University Church (Great St. Mary's) by kind permission of the Rector (Rev. E. C. Essex). The sermon was preached by the Bishop of Ely, and the lesson was read by the Rev. H. C. Carter.

On Friday evening members of the Association attended a reception given by the Principal of Newnham College; on Saturday afternoon a garden party given by the Mistress of Girton College; and on Saturday evening a reception and dramatic entertainment arranged by the Principal of the Cambridge Training College.

A comprehensive vote of thanks to all who had given such generous hospitality and help, was proposed at the conclusion of the conference by Miss E. R. Gwatkin (Streatham Hill High School) who was elected President of the Association for the two ensuing years.

Exhibition of Russian Art

THE Exhibition of Russian Art in aid of the Russian Red Cross, which was opened by the Duchess of Kent at 1 Belgrave Square on June 4, provides an unprecedented opportunity of studying the art of Imperial Russia. It contains the finest collection of icons which has ever been assembled, as well as pictures, sculptures, textiles, silver, furniture, china, glass, jewellery, books, and designs for the scenery and costumes of the Russian Ballet. It is arranged in a house which has been specially decorated in the yellows, pale blues, and wine colours that were characteristic of old Russia, by Mr. Y. Doboujinsky, whose designs for the Diaghileff and the Lithuanian Ballets are well known to Londoners. The great turning-points in the history of Russia; in the tenth century, when the Christian faith came to her from Byzantium, in the eighteenth century, when Peter the Great westernized the aristocracy, and trained them to look with contempt on indigenous art, and the nationalistic revival at the end of the nineteenth century, all these are illustrated by the various sections of the exhibition.

The collection of icons, coming as it does at a time when the masterpieces of St. Sophia are being given back to the world after having been hidden for nearly 500 years, is of particular interest as showing the changes made by the Russians in the Byzantine tradition. Gradually the gaps in our knowledge are being filled in; Egypt and Crete, Pompeii and Hagia Sophia are all helping us to a better understanding of Athens and Florence. It is good for us sometimes to leave the main road and to explore the side tracks, both tributary and derivative. While the name of Fra Angelico is a household word, the name of his great contemporary in Russia, Andrew Rublev, is almost unknown in this country.

The cosmopolitan period in the eighteenth century is represented by the self-assertive baroque of the bronze bust of "Peter the Great," by Rastelli, by the portrait of "Catherine the Great," by Levitsky, and by examples of the work of Borovikovsky and Rokotoff; while among the works of the nineteenth century there is a notable portrait group of "The Countess Samoilova," with a negro page who is reminiscent of the one in the group by Van Dyck at Ken Wood. There is also the "Café de Paris," by Repin.

The collection of porcelain includes the tea set and tray, from the collection of Lieut.-Colonel A. Popoff, which bears the portrait and initials of the Empress Catherine II, and was considered the finest service made at the Russian Imperial Factory. Among the jewellery are to be found the famous "Easter Eggs" by Farberge, and the "Sapphire and Diamond Tiara," lent by Queen Marie of Roumania.

It is a long road from the icons to the Russian Ballet. The former have their roots in Byzantium, the latter shows the flowering of the national character, while the great but exotic interlude of the Renaissance separates the two. It is in the staging and costumes of the Ballet that the influences derived from the varied artistic past of Russia find their most characteristic expression in modern times; and it is in this section, among the designs of Bakst and others in rooms 8 and 9, and in the room of icons on the ground floor that we can learn most of Russian art.

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Summer Conferences, Courses, and Tours

EMPIRE SUMMER SCHOOL.—This School is to be held at Oxford, from Saturday, July 13, to Saturday, July 27, 1935. It will be open to all men and women interested in the British Empire and attendance may be for the fortnight or for either week. The provisional programme arranged is of a wide nature. The Royal Air Force has invited the School to witness Air Exercises at Abingdon. Visits will be arranged, with the co-operation of the Victoria League, to colleges and other places of interest (including Windsor Castle). Several garden parties will be given. There will be facilities for bathing, boating, lawn tennis, and golf. The Union Society is kindly allowing members to use its club-rooms. Further particulars may be obtained from the Royal Empire Society, 17 Carlton House Terrace, London, S.W. 1.

* * *

COMMERCIAL EDUCATION.—The International Society for Commercial Education is holding its Sixth Congress at Prague on September 2–6, 1935. The Fifth Congress was held in London under the patronage of H.R.H. the Prince of Wales, in July, 1932. The Economic Course which will precede the forthcoming Congress should be of more than usual interest. It is to be an itinerant course and will visit, besides Prague, nine important industrial centres and will include actual visits to factories, business establishments, and technical and commercial schools. This course will open in Prague on August 15, and will last for about a fortnight. The address of the organizing secretary of the Congress, Dr. M. L. Capka, is: Resslova 8, Prague II, Czechoslovakia.

* * *

CHILD PSYCHOLOGY.—A short vacation course will be held in London from July 30 to August 9. It has been arranged for teachers and others by the Child Guidance Council, but the lectures and most of the practical demonstrations will be given at the Institute of Medical Psychology, in Malet Place, Bloomsbury. The aim of the course is to give practical knowledge of modern psychological methods as applied to problems likely to be encountered by persons in charge of children. Some of the afternoons will be spent in various centres where such methods are being applied to actual cases. From August 12 to 14, a further course will deal with dietetics, showing the influence of diet on the behaviour of young people. Particulars of both courses can be obtained from the Child Guidance Council, Woburn House, Upper Woburn Place, W.C. 1.

* * *

VACATION TERM FOR BIBLICAL STUDY.—The thirty-third Vacation Term for Biblical Study will be held at Cambridge from July 27 to August 10, 1935. The main theme is Eternal Life. The inaugural address will be delivered by the Right Rev. the Lord Bishop of Ely, and the following courses of lectures have been arranged: First week: The Development of Judaism from the Exile to the Birth of Christ, by the Rev. Laurence E. Browne. Christian Belief in the Resurrection of the Dead, by the Rev. John Baillie. Second week: The Fourth Gospel, by the Rev. W. F. Lofthouse. Communion with God: in the Worship of the Community and of the Individual, by the Very Rev. E. G. Selwyn. A programme of additional lectures has also been arranged. Particulars as to rooms in college for men and women and of lodgings can be obtained from the Secretary, Miss E. C. Trinder, 18 St. Helen's Crescent, Hastings.

* * *

ADULT EDUCATION.—The fourteenth annual conference organized by the British Institute of Adult Education is to be held at Selwyn College, Cambridge, from Friday, September 20, to Monday, September 23. The theme of the conference is Fourteen to Eighteen—the Preparation for Adult Education. The subjects to be considered at different sessions include: The Background of Fourteen to Eighteen: its Outlook and Economic Condition, The Facilities for Fourteen to Eighteen: the Provision of the L.E.A. and the Work of the Voluntary Bodies, What Should Government Policy be?: the School Age and the Continuation School—Educational Work for the Juvenile Unemployed, The Place of the Residential College in Adult Education, Does Industry Contribute to the Social Training of Youth? How Should Youth be Educated? Application for entry should be made to The British Institute for Adult Education, 39 Bedford Square, London, W.C. 1.

* * *

DOMESTIC SCIENCE.—A Summer School for Domestic Science Teachers has been arranged by the Electrical Association for Women, to take place in Gloucester from September 12 to 17, 1935. The co-operation of the Gloucestershire Training College of Domestic Science has been obtained, and the students will have the advantage of all the equipment, comfort, and inspiration that the College and the Hall of Residence can provide during the week of their course. The course will aim at helping the teacher of domestic science to enlarge her knowledge of the principles of electricity and its domestic application. It will include lectures on the construction and use of domestic electrical apparatus, the teaching of and equipment for electrical subjects in schools, electrical economics and terminology, and on special rural applications of electricity, and will include lessons on fruit and vegetable preservation. There will be practical classes and interesting visits, as well as social functions, arranged in connexion with the Course. Particulars and application forms may be obtained from the Director, The Electrical Association for Women, 20 Regent Street, London, S.W. 1.

* * *

SUMMER SCHOOL FOR WIRELESS GROUP LEADERS.—This year there is only to be one Summer School, and this will be held in the North. The place of meeting is St. Hilda, 17 St. Hilda's Terrace, Whitby, where there will be accommodation for forty students, and the School will be open from Saturday, July 27, to August 3. As in previous years, there will be a short opening session on the Saturday evening and the main work of the school will begin on the Monday. The School will be divided up into a number of small groups under experienced tutors, and broadcasts will be given from a local studio, so that groups will be working under realistic conditions. In order that contact with broadcasters and members of the Summer School may be established, visits will also be paid by some of those who will broadcast during the winter. The fee for the week is £2 10s., and this charge covers all expenses except railway fares to and from the School and excursions. Out-of-pocket expenses in connexion with the latter should be almost negligible. Any one wishing for further information on any point is asked to write to either the Secretary, North-Western Area Council, B.B.C., Broadcasting House, Piccadilly, Manchester, or the Secretary, North-Eastern Area Council, B.B.C., Broadcasting House, Woodhouse Lane, Leeds.

* * *

KENT SUMMER SCHOOL, RAMSGATE.—The seventeenth session of the Summer School for Teachers will be held at St. Lawrence College, Ramsgate, on August 16–30. It is expected that there will be over 250 teachers, including some from abroad, present when Lord Reading gives the opening address on Friday, August 16. Teachers from all types of schools attend the Summer School to discuss freely difficulties which occur in the class-room. Every teacher will find something to meet his need. There are special courses for teachers in infant, junior, senior, and central schools, and also for specialist teachers. The subjects dealt with include English, history, geography, speech training, science, biology, religion, crafts, bookbinding, needlework, woodwork, metalwork, and physical training. Residence for about 200 students and staff is provided at St. Lawrence College. Playing fields, tennis courts (hard and grass), common and reading rooms, a warm swimming bath and hot and cold shower baths are available for the use of students. By the courtesy of the Mayor and Corporation of Ramsgate, students are allowed free use of the amenities (bathing, chairs, bowls, tennis, golf, &c.) controlled by the Corporation. The Director of Education, Springfield, Maidstone, will gladly answer inquiries about the School and supply, free of charge, a prospectus giving full information as to courses, staff, fees, &c.

* * *

MONTESSORI TRAINING COURSE IN EDUCATION.—The twenty-first International Theoretical and Practical Training Course is to be held in London from August 26 to December 19. The main feature of the course will be the series of lectures given in person by Dr. Montessori. These lectures will cover the whole ground of the Montessori system of teaching, from its inception up to the present time, the method as originally devised for little children but now extended to embrace the entire school age. A certain number of lectures will also be delivered on other evenings by Dr. Montessori's qualified assistants. These lectures, as also all demonstration and other classes, will be carried through in English. There will also be demonstration classes including practice work with the Montessori material, and students are required to attend these on two half days each week, also observation lessons, which consist in students attending certain selected, efficient Montessori schools, where they have the opportunity of seeing the method in operation. Application forms may be obtained from the Hon. Secretary, Montessori Training Course, 32 Brooke Street, Holborn, London, E.C. 1.

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BIOLOGY

Mr. T. L. Green, B.Sc., F.E.S., writes on "The Present Position of Biology in Education" in the June, 1934, number of "The Journal of Education."

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Correspondence

LAY INTEREST IN UNIVERSITY EDUCATION

I note in the May issue of your *Journal* a criticism of the University of London Graduates' Association which I would like to answer.

You say that the Association " is presumably willing that the University of London should become a professorial University in regard to its educational control," a statement which you base upon the circumstance that the Association recently nominated Prof. Major Greenwood and Prof. Jeffery for election to the Senate by the graduates in science, and they have in fact been elected.

May I point out that the Association has always endeavoured to seek out representatives for Convocation seats who are not eligible for election to Faculty seats ? The difficulty is to obtain candidates who are not teachers and who will yet give the time required for the proper discharge of the business of the External Council, which is the special trust of senatorial representatives of Convocation. This is particularly difficult in the case of the Faculty of Science, and I may say in passing that certain recent experience has been discouraging in this sense ; a representative in science who is not a teacher and whose election was secured by the Association four years ago repaid that choice by making so poor an attendance at the External Council throughout his four years of office, that the Association did not feel justified in renominating him.

Teachers usually regard opportunities to serve upon the Senate as part of their professional duties and consequently attend committees with commendable regularity. In those cases, as in the current instance cited by you, where the Association has chosen teachers as its candidates, it has taken particular care to be assured that the persons selected were sympathetic to the interests of external students, for the safeguarding of which representatives of Convocation upon the Senate are directly responsible.

But the record of the Association does not in fact bear out your criticism. At the present moment *all* the senatorial representatives of Convocation have been nominees of the Association. Of the eighteen members concerned, eleven belong to the oddly-named but well-recognized university category of " other persons," that is, " *not* teachers of the University."

The Association would, I feel sure, welcome assistance from yourself or from any other quarter in its efforts to maintain the independent character of Convocation representatives.

E. GRAHAM-LITTLE,
President, University of London Graduates' Association.
40 Wimpole Street, W. 1.

At the Senatorial election in question, the third candidate, Dr. G. T. Morgan, F.R.S., was *not* a teacher of the University, but was neither nominated nor supported by the Graduates' Association on this occasion. In the 1929 election, the first following the new Statutes, Dr. Morgan was nominated by the Association but failed to secure election. There are undoubtedly many other science graduates, not teachers of the University, well qualified to serve as members of the Senate. No real constitutional reason exists why Convocation representatives on the Senate should be specially concerned with the interests of external students. It is surprising that the President of the Graduates' Association should regard members of Convocation as " other persons " in relation to the University.

THE WRITER OF THE NOTE.

EXHIBITION OF RUSSIAN ART

In your appreciative note on the book on Russian Art, edited by Prof. Talbot Rice, you remark that it " was intended to help visitors to the Exhibition of Russian Art which was held at No. 1 Belgrave Square." It may interest your readers to know that the Exhibition is still open and will remain so until July 13.

ANDREW REID,
Press Secretary.

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The Journal of Education

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UNIVERSITY ENTRANCE SCHOLARSHIPS:

SUBJECTS AND STANDARDS

(The Journal of Education series of Special Articles for 1935)

An Introductory Article on **The Scholarship System.** By Dr. Cyril Norwood, President, St. John's College, Oxford. (January, 1935)

Classics. By Mr. F. R. Dale, D.S.O., M.C., M.A., City of London School. (February, 1935)

Modern Languages. By Mr. A. M. Gibson, M.A., Liverpool Collegiate School. (March, 1935)

Mathematics. By Mr. G. H. Lester, M.A., The Grammar School, Bristol. (April, 1935)

Geography. By Dr. E. D. Laborde, Harrow School. (May, 1935)

Science. By Dr. Terry Thomas, M.A., LL.B., B.Sc., Ph.D., Leeds Grammar School. (June, 1935)

History. By Mr. F. C. Happold, D.S.O., M.A., Bp. Wordsworth School, Salisbury. (July, 1935)

English. By Mr. Ronald Gurner, M.C., M.A., Whitgift Grammar School, Croydon. (August, 1935)

Scholarships for Girls. By Dr. Lowe. (September, 1935)

In each of the articles consideration is given to the arrangement of courses, types of paper set, desirable improvements to the system, standard, scope, and other matters of practical interest to teachers concerned with scholarship examinations for the Universities.

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Reviews

OUR BEAUTIFUL ISLAND

The Beauty of Britain: a Pictorial Survey. (5s. net. Batsford.)

The Beauty of Britain is a delightful book in which writers and photographers have united to produce a work that will appeal to all lovers of natural scenery. In an introductory chapter by Mr. J. B. Priestley, it is truly stated that Britain is one of the most beautiful islands in the world. The exquisite harmony between nature and man explains in part the enchantment of the older Britain in which towns fitted snugly into the landscape as if they were no more than bits of woodland, and roads went winding the easiest way as naturally as rivers do, so that it was impossible to say where cultivation ended and wild life began. To preserve the beauties of rural England from spoliation is surely the duty of every citizen at the present time.

Each of the fourteen chapters is contributed by a different writer, who is intimately acquainted with a particular district. All the descriptions are full of interesting items of information with regard to scenery, human activities, and historical associations. Adequate treatment is allotted to the grass-farming and hunting of the Midland shires; the sheep-grazing and woollen industry of the Cotswolds; the marsh lands and drainage of Eastern England; the romantic beauties of the Welsh marches and the Scottish borderlands, as well as the rugged grandeur of the Grampian Highlands. After studying the section relating to his own locality, the ordinary reader will probably find himself compelled to read the other parts of the work; the tourist who wishes to use the work as a guide book must provide himself with a large scale map of the district he intends to visit in order to determine the positions of towns, villages, and physical features referred to in the descriptions. Particular reference must be made to the excellent photographic illustrations, of which there are more than a hundred; each one illustrates some special feature of the landscape or some typical scene of the country-side. Together with the text they do certainly provide a pictorial survey of the beauties of Britain.

SECULAR AND SACRED IN EDUCATION

The Theory and Practice of Christian Education, with Special Reference to India and the East. By W. M. RYBURN. (7s. 6d. net. Oxford University Press.)

The author of this excellent book has himself taught for many years in India, and has written primarily for those engaged in education in that country; this does not, however, narrow in any way the interest of his book for all teachers—and for parents as well. Mr. Ryburn's theme is the application to religious education of that psychological approach which is nowadays regarded as essential for education in general. "The whole trend of modern education is for it to become child-centred and not subject-centred. That is, the teacher pays more attention to the child, his needs, his nature, his development, his desires, his instincts, and his character, than to the subjects that he is to teach the child. The latter are, of course, important, but they come second. . . . This is just as true of religious education as of any other aspect of education." Mr. Ryburn emphasizes "the fallacy of the distinction so often drawn between sacred and secular. . . . All education is religious, or ought to be"; and his book therefore covers a wide field. He explains simply and sympathetically the generally accepted conclusions of modern psychology with regard to the development of children and adolescents, with special attention to the primary instincts and their sublimation, and to religion as the ideal which should co-ordinate and harmonize conflicting sentiments within the self. In this respect his book is a valuable introduction to educational psychology.

On the practical side, the teacher, or student who is training for teaching, will find much to help him in the fruits of Mr. Ryburn's wisdom and experience: a discussion of discipline, for example, under the instinct of fear, and the conclusion, obvious yet so often forgotten, that "true discipline cannot be imposed. It must grow and develop from within"—"I call you not servants, for I have called you friends" is the spirit of Mr. Ryburn's views on discipline, though he does not actually quote Jesus' words; an example of the Dalton Plan applied to Bible teaching; insistence on the folly of snubbing curiosity—"There is a type of teacher, who, for some unknown reason, perhaps for his own unhappy amusement, is in the habit of ridiculing what he is pleased to term stupid questions. Soon his pupils learn to avoid, with the greatest carefulness, asking him any questions"; and coupled with this a plea for real frankness, from the earliest years, in sex matters; emphasis on the necessity of constantly keeping Bible teaching in touch with real life, and practical suggestions for doing so; and, to conclude the book, an interesting study of Jesus Himself as teacher.

THE AUGUSTAN AGE OF SCIENCE

A History of Science, Technology, and Philosophy in the Sixteenth and Seventeenth Centuries. By Prof. A. WOLF, with the Co-operation of Dr. F. DANNEMANN and A. ARMITAGE. (25s. net. Allen & Unwin.)

"One thing I fear in this matter," wrote Lucretius to Memmius, "that in this your apprenticeship to philosophy you may perhaps see impiety." Had he written sixteen centuries later, he might well have expressed the same fear; for, according to Prof. Wolf, the "chief obstacle in the path of science during the Middle Ages was the Christian Church. Concerned mainly with the lowly, disdainful of the world and the flesh, and believing itself in proud possession of divinely revealed truth concerning all that mattered, the Church was at first contemptuous and then hostile towards all those who sought knowledge of Nature by the independent light of reason." It would be hard to frame a complete justification of this indictment, but it is nevertheless indisputable that Authority, including the Church, exerted a continual repression upon innovation; and although the repression was mainly inspired by fear of political and economic changes, it served only too well to smother scientific progress in addition.

With the Renaissance and the Reformation, a greater measure of tolerance made its appearance in human affairs, and the unfettered study of Nature became more than a shadowy possibility. Galileo, it is true, received scant justice, and Bruno was burned at the stake; but their work, and the work of similar spirits all over Europe, survived every assault and finally recast human life in the modern mould. The sixteenth and seventeenth centuries, indeed, mark the grand boundary between the ancient and medieval civilizations (which were in most essentials the same), and the rationalist, scientific civilization that followed. Those centuries, then, may truly be designated the Augustan Age of science—the age in which she won the most glorious of her victories.

Histories of this period of science are by no means few, but for the most part they deal with individual branches, such as astronomy, mechanics, or chemistry. Others, again, while aiming at integration, have been conceived on too small a scale, or as parts of a longer survey, and have therefore lacked vivifying detail. Prof. Wolf, however, has produced a work which, confining itself to the two great centuries, is worthy of the magnificent advances it describes. He gives us a synthetic conspectus of all the scientific activities of the time, written with a depth of knowledge and a breadth of outlook that compel admiration. To science proper, he adds the technology that made many

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scientific discoveries possible, and his ambit is happily widened to include the philosophical atmosphere in which the protagonists of the momentous struggle lived and by which they were inevitably affected.

Alike to the general educated reader, who must find the narrative of absorbing interest, and to the serious student, who will be grateful for the full documentation, Prof. Wolf's book is of first-rate importance. And while recognizing that Prof. Wolf has had the co-operation of Prof. Dannemann of Bonn (in addition to that of Mr. A. Armitage of University College), we are proud to think that this masterly account of a period in which English scientists hold high place has been written by one who is himself a Senator of our largest English university.

Minor Notices and Books of the Month

ART, BIOGRAPHY, AND CLASSICS

A Book of Lettering. By A. R. STONE. (Stiff Boards, 1s. 6d. Paper, 1s. Black.)

This is another useful set of alphabets, brush-made, pen-made, and suitable for other crafts. The book emphasizes the quality of beauty which comes from the right use of the tool. Handbooks on this subject are plentiful, and good ones are always welcome, affording, as they do, evidence of the great growth of interest in this important subject since Mr. Edward Johnston blazed the trail.

Bookbinding for Schools: a Textbook for Teachers and Students in Elementary and Secondary Schools and Training Colleges. By J. S. HEWITT-BATES. Second Revised Edition. (6s. net. Leicester: The Dryad Press.)

Many are the books that have been written on bookbinding, since the subject has of recent years come to be recognized as a suitable one for the development of interest in handwork and for the teaching of art and craft work in all types of schools. *Bookbinding for Schools*, however, seems to stand alone, and the publishers have done well to select so capable a craftsman, so experienced a teacher, and so sensible an author for the production of this work. He has succeeded in giving a concise history of bookbinding, full and explicit details of materials, tool processes and methods of work, together with full details for class work. A most useful book for the teacher or the student.

The Art of Woodworking and Furniture Making. By A. GREGORY. Second Edition, Revised and Enlarged. (7s. 6d. Leicester: The Dryad Press.)

Furniture designing is changing so rapidly in these days that one wonders if a book on the subject is not likely to be out of date even before it is published. The author of *Woodworking and Furniture Making* has evidently had this in mind, and has laid special emphasis, and rightly so, on construction, whilst not ignoring design. He deals with all kinds of furniture, insists on sound construction, shows how to do it, and produces good results. The book abounds with excellent examples, giving photographic reproductions and good scale drawings. This should prove a useful book to all interested in woodworking and furniture making.

A Method for Creative Design. By A. BEST-MAUGARD. New and Revised Edition. (6s. net. Allen & Unwin.)

Art in Daily Life for Young and Old. By D. D. SAWER. (10s. 6d. net. Batsford.)

Great Lives. *Tolstoy.* By G. ABRAHAM. (2s. net. Duckworth.)

Tolstoy is one of the world's great men, and many will welcome Mr. Abraham's competent account of his life and work, in this handy form. The story throws an interesting light on life in Russia from the Crimean War to the Japanese War.

Great Lives. *Abraham Lincoln.* By D. W. BROGAN. *Captain Cook.* By Lieut.-Commander R. T. GOULD. (2s. net each. Duckworth.)

Here are two life-stories likely to appeal to the youthful reader far more strongly than fiction. Both stories are truly romantic. They have often been told at greater length, but they should be popular additions to this useful series.

The Brontës: Their Lives Recorded by their Contemporaries. Compiled with an Introduction by E. M. DELAFIELD. (8s. 6d. net. The Hogarth Press.)

From a collection of letters and other contemporary records, the student is left to build up his own picture of the Brontës. The first two sections of the book, dealing with "The Children" and "Early Family Life" are really introductory. Then follows a brief section on Bramwell; and after that the sections of greatest interest, on Emily and Anne, and on Charlotte. The compiler has written a brief but useful introduction. The book will appeal to all lovers of the Brontë novels.

Great Lives. *Doctor Johnson.* By S. C. ROBERTS. (2s. net. Duckworth.)

Dr. Johnson, the man, is familiar to all English readers. His claim to be included in this series is irresistible. Mr. Roberts is thoroughly at home with his subject, and has made the most of a good story.

The Recollections of a Geographer. By E. A. REEVES. (8s. 6d. net. Seeley, Service.)

For fifty-five years Mr. Reeves was in the service of the Royal Geographical Society, and for the greater part of the time he was the Map Curator and Instructor of Surveying. In both capacities he was eminently successful, and in the course of his work he became acquainted with many famous travellers and explorers. His "Recollections," therefore, include references not only to his scientific work, but also to his personal associations with notable men. Throughout his career Mr. Reeves was always trying to invent new instruments or to improve the existing ones in order that more accurate results might be obtained. Although this volume will be of special interest to geographers, it should also appeal to a large number of readers outside that limited circle.

Beyond the Sunset. By C. DOUIE. (7s. 6d. net. Murray.)

Tironibus: a First Latin Reading Book. By G. M. LYNE. (1s. 9d. Arnold.)

This is a book by a man who understands the importance of the first-year work in language teaching, consequently he has endeavoured to produce a book as unlike the conventional school course as possible. As he says in his preface, "The first year presents the most awkward problem of all, and this is chiefly due to monotony." The alternation of grammar and exercise constantly repeated, tends sometimes to create a dislike for the language, and a dislike once created is not easily removed, consequently he has produced a book of simple narrative but fascinating themes. *Tironibus*, as its title implies, or rather explicitly states, is a book for beginners. What the average schoolmaster will make of it remains to be seen. There can be no doubt that the author is a man of genius, but it is to be feared that the average schoolmaster is nearer to being a fool than a man of genius. He has here a simple narrative of fascinating themes, enlivened by an occasional quotation from Seneca, Horace, Plautus, or Martial. The book begins with five stories, the theme of each being almost explained by the illustrations of George Morrow. The author never forgets, in his descriptions, that he is writing for boys, hence many a sly dig is quietly woven into the narrative, as in the description of Roman schools, where we read "Stilo suo discipulus litteras et formas in tabula facit, nonnumquam etiam vulnera amicis dat." Throughout the book, grammar is never obtruded upon the reader's notice, but the stories have interspersed among them an occasional note in which a grammatical point is lucidly and quietly expounded, or, perhaps, a quotation is given from some such work as J. C. Stobart's *The Grandeur that was Rome.*

Kew to Lewis and Styler's Foundations for Greek Prose Composition. Compiled by L. M. STYLER. (5s. net. Heinemann.)

Latin Revision and Drill. By C. E. ROBIN. (1s. 6d. University Tutorial Press.)

School Certificate Latin Papers: a Collection of Papers Modelled on those Recently set by the University of London, the Northern Joint Board and the Central Welsh Board, together with an Introduction by H. E. GOULD *and* J. L. WHITELEY. (2s. Macmillan.)

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EDUCATION

Educational Research Series. No. 34. *The Background of American Education: as an Australian sees it.* By H. T. PARKER. (2s. net. Melbourne University Press in association with the Oxford University Press.)

The author of this pamphlet apologizes for giving so ambitious a title to so slender a report. We think, however, that he is quite justified. The visitor to America, whether from Australia or from England, who applies himself to making point by point comparisons between school systems, sadly misuses his opportunities. He would be more wisely occupied in inquiring into the reasons why certain startling contrasts exist. These reasons are to be found in what is here called "the background of American education." The problems presented by a tremendously rapid growth of population, by an unparalleled admixture of races, including the negro, by a state independence which has its roots in the whole national history, and by a traditional democratic ideal which demands (if it does not realize) equal opportunities for all, make the task of public education in America largely a thing apart. All the more interesting may be a clear-headed comparison between America and a country with a different history and different traditions. Mr. Parker's report makes an excellent introduction to a detailed study in comparative education.

Étude sur l'Organisation de l'Enseignement spécial à Bruxelles. By Prof. J. FRICKX. (Brussels: Lamertin.)

This study of the organization of special classes for backward children in Brussels, of the methods of selection of the pupils, of the nature of the education possible and appropriate for them, of the training required by their teachers, should be suggestive to all concerned with the same problems in our own country. M. Frickx neglects neither principles nor practical details in his modest but useful book.

Community Programs for Summer Play Schools: Vacation Projects in Experimental Education through the Co-operation of Schools and Other Community Agencies. By LEROY E. BOWMAN. Edited by B. C. GRUENBERG. (35 cents. New York: Child Study Association of America.)

A very useful pamphlet describing, with photographs, the organization and curriculum of holiday play-centres in the United States. Most of its suggestions would apply equally well to English conditions.

Toynbee Hall: Fifty Years of Social Progress, 1884–1934. By J. A. R. PIMLOTT. (8s. 6d. net. Dent.)

The name of Toynbee Hall recalls many salient features of the marvellous progress which, in some respects at least, has been made since 1884. Most of the younger universities were yet to be, and the older universities had not yet awakened to a sense of their responsibility toward the masses of the people. The work of Samuel Barnett and the foundation of Toynbee Hall constituted pioneer efforts in a new direction. As the Archbishop of Canterbury points out in his foreword to this book, the movement was not wholly new. Other fragmentary experiments had been made. The new thing in Barnett's proposal to Oxford men was that their friendship with the people of East London should be fulfilled by their living together in a fellowship like that of a college, situated in the midst of the people. Such was the notion of a Settlement, and we are told that there are now more than a thousand Settlements inspired by the same ideals as those which gave birth to Toynbee Hall. The completion of fifty years of its existence is unquestionably the right time for recalling its history in detail, and the present Warden was of course the right person to undertake the task. The book is both a worthy record of the work of Toynbee Hall, and a contribution to an important aspect of social and educational history.

Technical Teaching in Theory and Practice: for Teachers in Technical Schools and Colleges. By C. H. CREASEY. (3s. 6d. net. Routledge.)

A simple textbook on the principles and practice of teaching in technical schools. The author has spent the greater part of his life in various capacities in such schools, and has realized the need, especially among young part-time teachers, for instruction in the art of teaching. He has reduced the psychological background to the minimum, and devotes most of his pages to describing various teaching devices, and to special methods of teaching technical subjects. Practical illustrations abound, and very sound advice is given. The book should be of real service to those for whom it was written.

A Sidcot Pageant. By EVELYN ROBERTS. (3s. 6d. net. Dent.)

Past and present scholars and teachers of the Friends' School at Sidcot will be delighted with this book. The main purpose of the author is to present a pageant in sixteen scenes of the history and pre-history of the school from 1665 to 1865, with a final procession of the passing years up to 1935. She has also transcribed a number of the sources from which the scenes of the pageant were derived—humorous or pathetic extracts from old minute books, letters, and other documents. The whole is a valuable contribution to the history of education in England and especially of the part played by Quaker schools in their education of girls as well as boys.

Educational Research Series. No. 32. *The Education of the Adolescent in Australia.* Edited by Dr. P. R. COLE. (10s. net. Melbourne University Press in association with the Oxford University Press.)

This book is a mine of information for any one interested in secondary education in Australia. Each chapter is contributed by an expert investigator, and the whole field is well covered. The chapter on the psychology of adolescence is particularly well done, and applies equally well to English boys and girls.

A History of Queen Elizabeth's Grammar School, Barnet. By C. L. TRIPP. (10s. 6d. net. Cambridge: Heffer.)

The charter for the erection and establishment of a grammar school at Barnet was granted by Queen Elizabeth in 1573. Mr. Tripp tells the story of the maintenance of this school down to the present day in the face of great difficulties and in the absence of substantial endowments. Its name and traditions are preserved in the new buildings opened in 1932 and owned by the County Council. The book is well documented and well illustrated, and contains many details of more than local interest.

Day Continuation Schools. By R. W. FERGUSON and A. ABBOTT. (1s. Publication Department, Bournville, and Pitman.)

Ever since it was decided that that part of the Education Act of 1918 which relates to continuation schools should become a dead letter, there has yet remained a strong current of opinion in some quarters in favour of that solution of the problem of the adolescent. Full-time education up to 15 has become the slogan of the majority, but it does not command universal assent among the most enlightened friends of education. In the book or pamphlet before us, an interesting and instructive account is given of experiments in voluntary day continuation schools. The pamphlet is issued in connexion with the twenty-first anniversary of the day continuation school at Bournville, one of the most remarkable of these experiments. The general position which is taken up is the same as that which was explained and enforced in some recent correspondence in *The Times*. Some of our most liberal-minded industrialists desire that part-time continued education up to at least 16 should be recognized as an alternative to full-time instruction up to 15. The proposal cannot be welcome to the harassed administrator, who naturally prefers uniformity. He will probably, however, have to find a way out of his difficulties, seeing that the case for the alternative solution is so strong.

Redirecting Education. Edited by Prof. R. G. TUGWELL and L. H. KEYSERLING. Volume One. *The United States.* Volume Two. *Europe and Canada.* (15s. net each. New York: Columbia University Press. London: Oxford University Press.)

BRITISH ASSOCIATION.—On the occasion of the forthcoming meeting of the British Association in Norwich (September 4–11), the President of the Psychology Section, Dr. Ll. Wynn Jones, has chosen as subject for his presidential address, "Personality and Age." Other aspects of personality and character are to be dealt with by various speakers, and an afternoon session is to be devoted to Child Psychology. Memory, the place of mental image in psychology, the perception of distance, a problem of pictorial art, colour blindness, mental deficiency, psychological aspects of the technique of modern poetry are some of the subjects to be under discussion. In addition, three joint discussions with other sections have been arranged, one with Physiology on Aids to Hearing, one with Education on The Place of Psychology in the Training and Work of Teachers, and one with Engineering on Applications of Science to the Control of Road Traffic. One of the evening discourses in the programme will be given by Dr. C. S. Myers on The Help of Psychology in the Choice of a Career.

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ENGLISH, POETRY, AND DRAMA

(1) *Joyous English : a Brief Record of an Experiment in Language-Teaching.* By EDITH I. WALKER. (2s. net. Macmillan.)
(2) *Joyous English.* By EDITH I. WALKER. (Preparation Stage I, 1s. Preparation Stage II, 10d. Macmillan.)
(3) *Joyous Stories.* By EDITH I. WALKER. (Book I, 1s. Book II, 1s. 4d. Macmillan.)

The author, who is Headmistress of the Cheylesmore Infant and Junior School, Coventry, has been developing her method for sixteen years, and this short record of it first appeared in 1929, though the accompanying textbooks are newly published. The ingenious classification and systematic grading of sounds and sound-groups to be progressively taught would well repay close study by any whose business lies with beginners in English. The child starts by learning, in place of letters and syllables, whole words associated by means of pictures with objects in which his interest has been aroused by stories read aloud. Besides learning to recognize the printed word connected with the picture, the pupil copies it on cardboard strips, which are then preserved for later tests in matching the words and pictures. Thus reading and writing are taught side by side. At every stage unlimited scope is provided for children's activities—printing, drawing, paper-cutting, modelling, and, later, ' word-searching.' The tinted illustrations in *Joyous English*, which form an integral part of the course, are clear and unmistakable, as well as attractive and artistic.

(1) *Greeks and Romans.* By W. F. HOUGHTON. (2s. Macmillan.)
(2) *Field and Farm : an Easy Reader for Juniors.* By DOROTHY V. WHITE. (1s. Oxford University Press.)
(3) *E.P.C. Golden Story Books.* Book I. *The Golden Bridge.* By L. JESSE. (1s. 2d. Cardiff and Wrexham : Educational Publishing Co.)

(1) Told in terse and vigorous language, these twenty-four stories of celebrated Greeks and Romans should remain clear-cut in the memories of children reading them. (2) These thirty interesting sketches of the animals, wild and domestic, and of the regular work on a farm, seem calculated to suit the tastes of 7-year-old readers. Fox cubs ; a badger coming out of its tunnel ; and a wren at her nest are particularly noticeable among the illustrations. (3) A deep breath is advocated and will surely be required for the story of " Happy Harold "—an exercise in the letter " h." The naming of the days of the week provides a good subject for another chapter in this agreeable Reader for little ones.

(1) *Astray in the Forest.* By C. B. RUTLEY. (1s. 4d. Arnold.)
(2) *Tales of Action.* No. III. *Fortnight South of Skye.* By L. A. G. STRONG. No. IV. *The China General.* By H. TALBOT. (2s. each. Oxford : Blackwell.)

(1) It would be difficult to cram more adventures into 120 pages than has here been accomplished, and when one adds that the scene is the wilds of Northern Canada, and that a flying-boat figures in it, it will readily be imagined that the tale is likely to be popular. (2) Even if, in *Fortnight South of Skye*, there were no plot—and there is an exciting one—this story, which includes an expedition on a herring drifter and an encounter with whales, would be a very attractive one, though girl readers may not relish the digging for lug-worms, nor appreciate the incidental information about the catching of fish.

An English Reader for Foreign Students. By W. THORLEY. New Edition with Notes. (3s. 6d. Macmillan.)

This is a new edition of a book that first appeared in 1913. It consists of passages selected from the work of forty-nine English writers of the nineteenth century. Mr. Thorley has attempted " to give in prose of the best writers a microcosm of Anglo-Saxon life " during the period 1801–1900. The passages are arranged in the following nine sections : School Days ; Sport ; Of Cities ; National Characteristics ; Scenes from the Novelists ; Sketches from Life ; Sea-life and Sea-faring ; America, the British Colonies, and India ; Philosophical, Critical, and Discoursive.

Australian Essays. Selected by Prof. G. H. COWLING and F. MAURICE. With an Introduction and Notes. (4s. 6d. net. Melbourne University Press, in association with Oxford University Press.)

Prof. Cowling has collected here twenty-three essays representing the work of nineteen Australian writers. The essays are mainly the product of Australian journalism and have appeared in Australian newspapers. Most of the writers are still living or have died recently. Prof. Cowling claims that " some of our essays have a genuine interest of subject and a real distinction of style." He has provided brief biographical introductions, and a few explanatory notes.

The Victorians and their Books. By AMY CRUSE. (12s. 6d. net. Allen & Unwin.)

In directing attention to this very interesting book, we find it important to point out that it is not, in the ordinary sense, a history of a period of English literature. It is not, that is to say, a critical account of the best that has been thought and said. It is an account of what people actually did read, whether good, bad, or indifferent, during the first fifty years of Victoria's reign. Thus we find as many references to Mary Gladstone, the industrious reader, as to George Eliot, the eminent writer ; as many to the undistinguished Mrs. Henry Wood as to the great Sir Walter Scott. The author has, in fact, been engaged upon a certain aspect of the social history of England—how people derived inspiration and instruction and amusement from books, during the period in question. Necessarily the public she has in mind are mostly of the upper and middle classes, because popular education had not advanced so far that nearly everybody could read. The vogue of the cheap reprint and the sensational daily newspaper was not yet. The author, having drawn upon biographies, autobiographies, correspondence, essays, and periodical literature for her material, writes with fullness of knowledge, and also, we may add, with ease of style. She has produced a charming addition to the previous writings in the same field.

An English Highway (Stage I) : a New English Course for Junior Forms. By A. R. MOON and G. H. MCKAY. (2s. Longmans.)

This course, designed to cover the groundwork of grammar and composition and act as an introduction to two former works by the same authors for Middle and School Certificate forms, provides at least three lessons weekly for the school year, but a comprehensive index enables those who do not wish to follow it in detail to select easily any special subject. In the exercises the needs of the less literary minded pupils have not been overlooked, and many questions are set to give them an opportunity of using their wits upon practical problems.

A History of Foreign Words in English. By Dr. MARY S. SERJEANTSON. (21s. net. Kegan Paul.)

This should become an invaluable book of reference for all students of the English language. The subject-matter is of itself interesting, and Dr. Serjeantson expresses herself in a clear, very readable style. The book covers the whole history of the English language, from the Latin words borrowed by our English ancestors before they crossed the North Sea to settle here, to the many loan words of recent years, borrowed from all over the world. Nor does it limit itself only to loan words in use in our own day. Many quotations from early writers are included, particularly in the chapters dealing with the earlier periods, and so far as possible the first appearance of the various loan words has been given. The value of the book to the student is increased by the very complete and useful index.

Chapters on Old English Literature. By Dr. E. E. WARDALE. (8s. 6d. net. Kegan Paul.)

In these twelve chapters Dr. Wardale reviews Old English literature from the early songs to the prose of the Anglo-Saxon Chronicle. Her primary object has been to make these works known to the reader. Translations of many of the early lyrics are given. The book serves as an admirable introduction to Old English literature.

Definition Vocabulary : Bulletin No. 4 of the Department of Educational Research. By Prof. M. WEST. ($1.00. Toronto : Department of Educational Research, University of Toronto.)

Interesting research work into dictionary making, and the problem of a world language.

A Modern English Reader, with English, French, and German Annotations. Compiled and Edited by E. SCHAAP and EVE L. PAULL. (2s. 6d. Macmillan.)

Though written primarily for French and German students who are learning English, this little book should be quite useful, as a reader, to English students who are learning either French or German. The passages are chosen for their interest and their intrinsic merit as English prose. The annotations consist of translations of idiomatic uses of words, and of synonyms.

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Herbert Strang's Library. *The Moonstone.* By WILKIE COLLINS. *The Pickwick Papers.* By CHARLES DICKENS. (Limp Cloth, 1s. 3d. each. Cloth Boards, 1s. 4d. each. Oxford University Press.)

These abridged versions of famous stories are well printed and produced, and at this low price they should supply a real need and introduce young readers to some of our great writers.

Modern Stories for the School-Room. *Chris and Some Others. Heather at the High School. Jean of the Fifth.* By WINIFRED DARCH. *Dimsie Goes Back.* By DORITA F. BRUCE. *The Bending of a Twig. The Worst House at Sherborough. The House Prefect.* By DESMOND COKE. (1s. 9d. each. Oxford University Press.)

This series of modern stories is exceptionally good value, and should be very popular in the form library.

Chaucer. *Troilus and Criseyde.* Abridged and Edited by R. C. GOFFIN. (3s. Oxford University Press.)

Many students will welcome this attempt to provide the complete story, in a slightly abridged form, of Chaucer's one finished masterpiece. The notes are all that could be desired, and, in an introduction of some thirty pages, Mr. Goffin supplies just the help that is needed.

A Primer of English Literature. By Dr. A. COMPTON-RICKETT. Revised Edition. (1s. 6d. net. Nelson.)

A revised edition, with fifty-six illustrations, including many new portraits.

On the Teaching of Junior High School English. By EMMA GLASER. (7s. 6d. net. New York and London: Appleton-Century Co.)

There are few English teachers in this country who would not find something to interest them in this study of English teaching in America. The book abounds in illustrations of work done by American students. The chapters on creative writing, and illustrations of creative writing are of particular interest. There is also a valuable chapter on "How Tests May Help."

Essays by Modern Writers. Edited by R. W. JEPSON. (2s. Longmans.)

The sixteen writers whose essays are here included represent the modern English essay at its best. The choice of essays is admirably made. Brief biographical and explanatory notes are added.

Lighter Essays. Selected and Edited by A. J. MERSON. (1s. 6d. Longmans.)

This is an attractive collection of twenty-five essays by writers ranging in time from Addison and Steele to "Alpha of the Plough" and Edmund Blunden. Brief biographies are added.

Life and Action: an Anthology of Prose. Selected and Edited by W. H. J. RICHARDSON. (2s. 6d. Blackie.)

Mr. Richardson has collected a series of very readable passages from some of the great books in our literature. Here is abundant good reading likely to encourage boys and girls to continue the books to the end, and to sample other books by the same authors.

English Exercises for School Certificate. By R. W. JEPSON. (2s. Arnold.)

A useful collection of thirty tests, each containing ten questions. The exercises illustrate the various types of question set in the School Certificate papers and for examinations of similar standard. Mr. Jepson has also included twenty-five additional passages for précis practice.

Definition Vocabulary: Bulletin No. 4 of the Department of Educational Research. By Prof. M. WEST. ($1.00. Toronto: Department of Educational Research, University of Toronto.)

Land of Women: The Tale of a Lost Nation. By KATHARINA VON DOMBROWSKI. (7s. 6d. net. Putnam.)

The Fountain Library. *The Old Flame.* By A. P. HERBERT. *Idols and Invalids.* By J. KEMBLE. (2s. 6d. net each. Methuen.)

This English. By Sir RICHARD PAGET. (4s. 6d. net. Kegan Paul.)

Follow My Leader: Commentaries from The Times. (2s. 6d. Arnold.)

"This is the Way" Reader: for Infants. By MARJORIE E. TAYLOR. (10d. Brown.)

Word Study: a Collection of Associated Vocabulary Groups for Senior Pupils. Arranged by W. TAYLOR. (1s. 3d. Brown.)

Questions and Exercises in English: for Upper Forms. By Dr. H. J. L. ROBBIE. (1s. Oliver & Boyd.)

On the Teaching of Junior High School English. By EMMA GLASER. (7s. 6d. net. New York and London: Appleton-Century Co.)

Mr. and Mrs. Charles Dickens: His Letters to Her. With a Foreword by their Daughter Kate Perugini, and Notes, Appendices, &c., by W. DEXTER. (10s. net. Constable.)

A Book of American Verse. Edited, with an Introduction, by A. C. WARD. (2s. net. Oxford University Press.)

This is Volume 428 in the famous World's Classics Series. It is a collection of American verse ranging over four centuries in time, and including many writers little known to the average English reader. The volume is to be welcomed as helping English readers to a better understanding of America.

The Critic, or, A Tragedy Rehearsed. By R. B. SHERIDAN. With Introduction and Notes by Dr. R. F. PATTERSON. (1s. Blackie.)

A scholarly edition of Sheridan's "glorious piece of fun" at this low price is sure of a welcome. Dr. Patterson has included a helpful introduction of twenty pages, and a few notes.

(1) *The Golden Mean and Five Other One-Act Plays.* By A. E. M. BAYLISS and J. C. BAYLISS. (2s. 6d. net. Harrap.)

(2) *Alfred the King: an Historical Play in Three Acts and an Epilogue.* By HELEN SHIPTON. (2s. net. The Sheldon Press.)

(1) Unlike the previously published *Eight One-Act Plays*, which were chiefly for boys, these are intended to meet the requirements of amateur dramatic societies in general. None present any difficulties in staging; all are lively and up to date, and are furnished with brief but adequate hints on production. It would appear, too, that, permission being obtained, they may be acted without fee. The Cockney play "All in a Maze," the scene of which is the maze at Hampton Court, is very diverting; a crook play, "The Haven," furnishes a good example of the biter bit; and the scene at the dentist's in "Toothache" will evoke general sympathy. (2) This play is concerned with the State of Wessex just before the battle of Ethandune, and manages to convey a touching picture of the gentle and lovable character of the king in adversity.

(1) *Two Hundred Poems for Boys and Girls.* Selected and Arranged by H. STRANG. New Cloth Board Edition. (1s. 3d. Oxford University Press.)

(2) *Song and Story: a Book of Poems of Movement, Melody, Reflection, and Relaxation.* By R. WILSON. (No. V., 1s. 3d. Teacher's Book V, 2s. Nelson.)

Each of these collections—of which (1) is a reprint—offers, as is requisite for children, a mingling of old and new, of well and little known, and (2) has, in addition, in its Teacher's Book, a valuable forty-page appendix of suggestions and observations which reveal an understanding of the child mind and its reactions at different ages to varying forms of poetry.

The Voice of One: Devotional Lyrics. By H. H. JOHNSON. (2s. 6d. net. Blackwell.)

This volume, dedicated "to all the Churches," is the fourth of a set of eight projected by the author. It contains forty devotional poems, "with no sectarian tendency," grouped under the heads: God; Man and Christ; Immortality. "A Rune of Hospitality" (page 26) is adapted from the Gaelic.

1066—*And All That.* Book and Lyrics by R. ARKELL. Based on the Memorable History of the Same Name by W. C. SELLAR and R. J. YEATMAN. (2s. 6d. net. Methuen.)

Here is the book of the play which is at present enjoying a successful run. Based on the *Memorable History* which has now become almost a classic, it preserves the same spirit of travesty and ironical interpretation of a number of incidents in English history.

Personal Clues in Shakespeare Poems and Sonnets. By Dr. G. H. RENDALL. (7s. 6d. net. Lane The Bodley Head.)

Twelfth Night. By WM. SHAKESPEARE. Edited by N. V. MEERES. (2s. 6d. Macmillan.)

Chaucer. Troilus and Criseyde. Abridged and Edited by R. C. GOFFIN. (3s. Oxford University Press.)

The Strolling Clerk from Paradise: a Play in One Act. By H. SACHS. English by P. WAYNE. (9d. net. Oxford University Press.)

The Plain-Text Shakespeare. Romeo and Juliet. (6d. Blackie.)

The Dragon Book of Verse. Compiled by W. A. C. WILKINSON and N. H. WILKINSON. (Book I. 1s. 6d. Book II. 2s. 6d. Complete. 4s. Clarendon Press.)

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GEOGRAPHY

Touring in New Zealand. By Dr. A. J. HARROP. (7s. 6d. net. Allen & Unwin.)

After an eight months' tour in New Zealand, Dr. Harrop has recently returned to England, and he now publishes this useful work in order to provide prospective tourists with a reliable guide. Parts I and II contain well-written accounts of particular places and districts, and many facts of local and historical interest are included in the descriptions. In Part III a number of short sections deal with general subjects, such as: Curative Springs, Primary Industries, Winter Sports, Fishing, and Deer Stalking. At the end of the book are (*a*) specimen itineraries of tours with approximate cost in each case; (*b*) a bibliography; (*c*) a list of New Zealand trees; (*d*) a map showing the principal routes and tourist resorts in North Island and South Island. The pictures showing examples of beautiful scenery in New Zealand have been carefully selected and add to the attractiveness of the book.

A Revision Course in Geography. By T. PICKLES. Revised Edition, with Map Supplement. (2s. 6d. Dent.)

In this book, the aim is to provide in small compass a revision course for pupils preparing for the various School Certificate examinations. Each important region of the world receives adequate treatment in concise notes and tabular statements. At the end of each section are sets of questions selected from examination papers of previous years.

The World Around Us. Book IV. *The Home-Lands.* By J. M. CALVERT-WILSON. (Limp Cloth, 2s. Cloth Boards, 2s. 3d. Chambers.)

The lessons in this geography provide a very satisfactory course of work for junior forms in secondary schools. The first five chapters deal with the physical features and climate of the British Isles; the other chapters include lessons on pasture lands, agriculture, mining, manufactures of textiles and metal goods, trade and transport, and the growth of towns. The text is printed in large type, and the pictures (some of which are coloured) have been carefully selected for their geographical interest.

E.P.C. Geography Readers. Book III. *Homeland Journeys.* Part I. *England* and *Wales.* By E. M. BEVAN. (Boards, 2s. 3d. Limp Cloth, 2s. Cardiff and Wrexham: Educational Publishing Co.)

For junior forms, *Homeland Journeys* provide a series of really good reading lessons. In the opening chapter of Part I (a visit to London), the chief places of interest are described, and this is followed by lessons on important places in England and Wales as regards their characteristic features and occupations of the inhabitants. The format of this book is very satisfactory; the text is printed in large type; the maps are clearly designed; the pictures are excellent.

The Heart of England. By I. BROWN. (7s. 6d. net. Batsford.)

The Heart of England, the latest addition to the British Heritage Series, is a book for all readers who are interested in their own country as regards its scenery and people. Each of the ten chapters in this attractive volume is an essay on a subject of social interest such as: Seaport and Seaside; The Downs and Moors; Markets and Mills; The Suburb; The Week-End; Matters of Opinion; Recreation. The author possesses imagination, a keen power of observation, and a vivid style of writing. In the various chapters he skilfully reveals how the threads of an old tradition are being interwoven into the fabric of a new way of living, a way which is undoubtedly happier and healthier than that of the good old days. The book is profusely illustrated with wonderfully good photographs, and Mr. J. B. Priestley writes an appropriate foreword to the text.

The Institute of British Geographers. Publication No. 3. *The Changing Sea Level:* Four Lectures given at the University of London in November, 1933. By H. BAULIG. (3s. G. Philip & Son.)

Fundamental Geography. By Dr. P. B. BALLARD and E. R. HAMILTON. First Series. Pupils' Books I and II. (Limp, 9d. each. Paper, 7d. each. Cardboard Tiles, 1s. per box. University of London Press.)

The West Country. By R. A. J. WALLING. (7s. 6d. net. Blackie.)

MATHEMATICS

Elementary Practical Mathematics: a Textbook Covering the Syllabuses of Examinations in Practical Mathematics for the National Certificate. By E. W. GOLDING and H. G. GREEN. Book III. (Third Year.) (5s. net. Pitman.)

This is a beautifully produced volume covering further algebra, trigonometry, further calculus, and symbolic vector methods. It opens with fifty-three revision examples on the preceding Books I and II. The exposition seems clear and every difficulty of rigor or subtlety has been avoided as likely to hinder progress. There are ample examples from the appropriate public examination papers.

Fundamental Geometry. By Dr. P. B. BALLARD and E. R. HAMILTON. First Series. Pupils' Books I and II. (Limp, 9d. each. Paper, 7d. each. Cardboard Tiles, 1s. per box. University of London Press.)

There are many attractive and successful books for use in the first lessons in geometry, but nearly all rely on individual experimental work with instruments. Such work may progress slowly, particularly with pupils who have not the knack of manipulating instruments, and it may form in the mind of the pupil the impression that geometry is an affair of careful drawings on flat paper. Although we have received only the first two books of this new *Fundamental Geometry,* it is clear that Dr. Ballard and Mr. Hamilton propose a novel approach that should minimize these defects. It should also promote good geometrical teaching at an earlier stage than is customary at present. This approach is to base the first lessons of the geometry course on a box of coloured cardboard tiles of eight simple rectilinear shapes. Using these, the pupil makes patterns, recognizes standard angles, compares shapes (there is welcome emphasis on similarity), measures lengths and areas; and so builds up geometrical knowledge in a vivid and concrete fashion using sight and touch. One receives the impression that especial psychological knowledge of young children has gone to the making of these books. The exercises are addressed to the pupil, and diagrams are copious. An early introduction to symmetry is a notably attractive exercise. Some interesting questions, of a type recalling the intelligence tests of the psychologists, require the pupil to decide which of certain simple geometrical shapes occur in more complicated pictures; in other questions the pupil has to discover which of four figures in a row is not like the others. Such questions should train the pupil to use his eyes in examining diagrams. The only weakness in these books is their neglect of solid geometry, and we shall examine the later books with interest to see how the authors continue their treatment of plane geometry, and also introduce work in three-dimensions. We urge all teachers of elementary geometry to take note of this inspiring approach to the fundamentals.

Common-Sense Practical Mathematics. By F. F. POTTER. (Book I, paper, 10d.; cloth, 1s. Book II, paper, 1s.; cloth 1s. 2d. Book III, paper, 1s. 2d.; cloth, 1s. 4d. Pitman.)

Each book is divided into three parts: mensuration (*i.e.* arithmetic), geometry, algebra. The third book has a fourth part on logarithms and trigonometry. The arrangement is straightforward and lucid. Each page contains a series of questions on one topic, with occasional brief introductory notes. The treatment is up to date (we note exercises on plans and elevations, and the meaning of formulae), though it stops short of directed number in algebra, whilst including logarithmic calculations involving negative characteristics. There is perhaps too frequent a tendency to reduce instruction to following a compact rule; but any pupil working through these books should learn in an interesting and efficient manner a good deal of useful mathematics.

Examples in Practical Mathematics: First Year (Senior) Course for Technical Colleges. By L. TURNER. (1s. 3d. Arnold.)

Tests in Mental Mathematics. Book II. By A. J. LILLIMAN. (Pupils, 10d. Teachers, 1s. 6d. Harrap.)

Tests in Mental Mathematics. Book III. By A. J. LILLIMAN. (Pupils, 10d. Teachers, 1s. 6d. Harrap.)

Everyday Life Arithmetic. By W. G. BATE. With Answers. (Book I. 1s. 6d. net. Book II. 1s. 9d. net. Book III. 2s. net. Pitman.)

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MODERN LANGUAGES

L'Italia nel Passato e nel Presente: Letture Storiche e Notizie sull'Italia Contemporanea. By G. CAPOCELLI. (4s. 6d. Harrap.)

The author has composed an excellent Italian reader on a basis of Italian history and geography. Beginning with the legacy of ancient Rome, we go on to the chivalry of the Middle Ages, the Papacy, Dante, Columbus, down to the Fascism of to-day. Many extracts are included from the great Italian poets and prose writers. Exercises and a full vocabulary conclude a well-produced book.

Notes on the Teaching of French and Passages for Dictation. By M. CEPPI. (3s. 6d. net. Bell.)

Mr. Ceppi is so experienced a teacher that a book of his on his own subject merits attention. He thinks there may be signs of discouragement among certain teachers that the high hopes of some years back have not been realized. But he is quite right in asserting that the teaching of modern languages to-day is on a far higher plane than it was before the War. For one thing it receives far more time in the week than it did, and the teachers are usually far better equipped. The author insists on the importance of sound grounding in English grammar, parsing, and analysis before a second language is begun. This is one of the weak spots of our curriculum. Another is the forced use of the foreign language only in the class room; the waste of time is enormous in lower forms—our author gives a good example of it. In higher forms it is less harmful, but even there occasional translation should be permitted. He presupposes that children begin French at 10, and that each lesson takes forty-five minutes. Both these statements are highly contestable. But when he asserts that the verbs must be known perfectly he is on firm ground. He has chapters on class-room routine, pleasure reading, first-year French, preparation for examinations, and class-room games. Each teacher has his own method, and many may disagree with those Mr. Ceppi follows. But nearly every one will be interested to see how another teacher manages. We expect Mr. Ceppi is a bit of an actor. He certainly has an advantage of teaching in Jersey, where most of the population understand French and speak it.

Contes de la Nature. By MARGARET T. HENDERSON. (1s. 6d. Bell.)

An interesting series of nature stories for second-year children. There are illustrations, and the usual exercises and vocabulary.

Jeunesse. By JULIA TITTERTON. (1s. 9d. Arnold.)

An easy reader for children in their second year. It tells what children do at certain seasons like Christmas and the New Year, and how they spend their time at school and at play.

An Easy German Course. By W. RIPMAN. (1s. 9d. Dent.)

Mr. Ripman's books on German are well known; in this he gives his latest views on how it should be taught. He is wise enough to pay little attention to word-frequency. The book contains illustrations and a full vocabulary.

German Passages for Unseen Translation. Advanced. Selected by H. J. B. WANSTALL. (1s. Harrap.)

Reading matter for a senior form preparing for Higher Certificate and scholarship examinations.

Erich Kästner's Emil und Die Detektive. Arranged as a Dramatic Reader by D. JENNER. (1s. 6d. Bell.)

The last time we reviewed this well-known tale it was as a French reader. Now it appears in its native tongue as a play, which should make an exciting reader for a junior form.

Syntax in Six Languages: English, German, Latin, French, Spanish, Italian. By F. M. PURDIE. With Exercises for Use in Schools. (7s. 6d. net. Harrap.)

This is a most useful book for the school library. Its purpose is to help heads of language departments to correlate their work, to prevent overlapping, contradiction in grammatical terms, and confusion of thought. By its use pupils will be able to speak and write with fluency and accuracy more languages than they do now. Rightly the author insists on a sound knowledge of the mother tongue; lack of it leads to many of the fatal errors made in translation. Each part of the grammar is taken, and a crowd of examples accompany each rule. Many of these have errors to be corrected.

Graduated French Test Papers. By K. C. BRUCE. (1s. 6d. Macmillan.)

An excellent revision book for pupils during their first three years, and for candidates for entrance examinations to public schools.

Simple French Plays. By JOSE GERMAIN. (2s. 6d. Nelson.)

Plays are becoming popular as readers in class or at home. It is found that they help in the use of spoken French, for most readers are still in narrative form. Mr. Germain has written *Le Théâtre des familles* from which the editor has chosen three plays for young children, four for boys, and two for boys and girls. They are amusing and instructive, and will serve their purpose well. There are questions on the text, exercises, and a full vocabulary.

Six French Plays for Junior Forms. By ROBERTA MANSFIELD. (1s. 6d. Blackie.)

Miss Mansfield's volume is more elementary and meant for children between 10 and 14. Three are founded on Celtic folk tales, two on nursery tales, and one on a fable of La Fontaine. There is a vocabulary for each play, and the words and music of six songs.

Durtol: Aviateur. Adapted from "720–C–13" by J. ROSMER and V. D'ENTREVAUX. Arranged and Edited by P. W. PACKER. (1s. 6d. Macmillan.)

This would make an excellent reader for middle forms. It is exciting and reminds one somewhat of William Archer's *The Green Goddess.* It has been skilfully arranged by the editor, and could easily be finished in a term. The exercises are numerous, consisting of questions on the text and retranslations. There are full vocabularies.

Flore et Blanchefleur. Adapted and Modernized by Dr. W. G. HARTOG. With Footnotes in French, Oral and Written Exercises, and a French-English Vocabulary. (1s. Gregg Publishing Co.)

Another reader for the second year founded on a well-known *Chanson de Geste.* It has been modernized into simple French, and should be suitable for junior forms. The usual exercises and vocabulary accompany the text.

Practical Outlines of Spanish Pronunciation and Intonation (with Phonetic Transcript). By MARIA F. DE LAGUNA. (1s. Ginn.)

El Capitán Veneno. By P. A. DE ALARCÓN. Edited with Notes, Exercises, and Vocabulary, by Prof. J. D. M. FORD and Prof. G. RIVERA. (2s. 6d. Heath.)

Lectures et Comédies pour les Commençants. By P. G. WILSON. (2s. 6d. Macmillan.)

Le Philanthrope Malgré Lui; Farce en un Acte. By P. G. WILSON. (1s. Macmillan.)

A First French Grammar, with Exercises. By F. G. KIRBY and D. M. BRADSHAW. (2s. 6d. Melbourne: Macmillan.)

Sprechen Sie Deutsch! By O. BURKHARD. (3s. Harrap).

The First German Course: for Seniors. By A. WEINER and H. F. KYNASTON-SNELL. (3s. net. Gregg Publishing Co.)

The Clarendon French Course: Based on Word-Frequency. By H. MILTON and G. O. FOX. Part III. (2s. Oxford University Press.)

Spanish for Adults. By E. B. EASTWOOD and A. H. STEVENSON. (2s. 6d. Harrap.)

Examination Spanish. By M. F. DUFOUR. (4s. 6d. Black.)

Analyse grammaticale à l'Aide de Signes Conventionnels: Essai de Grammatistique. By Prof. M. BOLOGNE. (Liége: Georges Thone.)

Tiki et Taki. By OLGA HOLENKOFF. *Première Partie. Dans Leur Ile.* (1s.) *Deuxième Partie. Chez les Enfants.* (1s. 3d.) (Macmillan.)

Himmel, Meine Schuhe! By G. FROSCHEL. Edited by C. E. STOCKTON. (1s. 6d. Methuen.)

A Bon Chat, Bon Rat: Roman D'Aventures. By P. G. WILSON. (1s. 9d. Macmillan.)

Short Stories. By EMILIA P. BAZÁN. Edited by A. SHAFIRO and F. J. HURLEY. (3s. Harrap.)

García del Castañar. By R. ZORRILLA. Edited with Introduction by Dr. J. W. BARKER. (3s. 6d. Cambridge University Press.)

Robin Hood Le Proscrit. By A. DUMAS. Edited, with Notes and Vocabulary, by H. A. CARTLEDGE. Abridged Edition. (2s. Arnold.)

Anatole est un Pur! Comédie en un Acte en Prose. By R. JEAN-BOULAN. Edited by P. G. WILSON. (1s. 3d. Macmillan.)

A French Revision Course. By MARJORIE GOULD. (1s. 6d. Bell.)

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PSYCHOLOGY

The Subnormal Mind. By Prof. C. BURT. (10s. 6d. net. Oxford University Press.)

If only because of his well-known book *The Young Delinquent*, Dr. Cyril Burt would have an established reputation as a social psychologist of the first rank. His new work, *The Subnormal Mind*, is therefore sure of a welcome, especially from persons concerned with the education of children, whether as teachers or administrators or medical officers. The book occupies ground on which the psychologist and the medical man meet, and Dr. Burt is nowhere more lucid and helpful than in showing how modern psychology may repay the debt it undoubtedly owes to distinguished members of the medical profession. Beginning with a singularly clear account of the structure of the normal mind, and the methods now at the disposal of the psychologist for investigating its characteristics, he proceeds to deal in turn with the mentally deficient, the dull or backward, the delinquent, the neurotic, and with different forms of neurosis. As Dr. Burt, and his co-workers in the same field, are for ever breaking new ground, the difficulty of unsettled terminology is always present, and here the reader, especially the lay reader, will find him clear and helpful. Another marked feature of his exposition is his entire frankness in admitting how little is so far known, and what illimitable fields of research remain to be cultivated. No book on such a subject can be very easy reading, and Dr. Burt cannot help implicitly claiming the reader's closest attention. But he is never obscure. The book will, we believe, immediately take its place as a standard work on the subject.

Challenge to Neurasthenia. By DORIS M. ARMITAGE. Fourth Edition, Enlarged. (3s. 6d. net. Cambridge: Heffer.)

It is not surprising that a fourth edition of this little book has been issued. It contains a clear description of the sane and practical treatment given to neurasthenics by the late Dr. L. S. Barnes, of Whitwell, Herts., and is written by one of his own patients in the hope of helping others. The doctor believed the root of neurasthenic troubles to be fear, and devised methods for inducing patients to realize that their fear, rather than their other symptoms, was the enemy they had to fight. A useful book for both doctor and patient.

Educational Psychology: its Problems and Methods. By C. FOX. Third Edition, completely revised and rewritten. (10s. 6d. net. Kegan Paul.)

At the time of its original publication, Mr. Fox's book was commended by this *Journal* in no uncertain terms. It was described as an extremely able book, not only useful, but also original. We are glad to find that our verdict is borne out by the general verdict, in places where education is seriously studied, for the book now appears in its third edition. From the first Mr. Fox has stood firmly by two propositions—first, that experimental psychology has made a real contribution to the study of educational problems; and, secondly, that the findings of the experimenters need to be carefully checked and evaluated by reference to the general experience, and to that careful psychological analysis, the need of which is apt to be forgotten by people who are mainly concerned with statistical and mathematical work. In this edition Mr. Fox adheres to his principles, but makes great changes in detail, in response to the rapid accumulation of fresh experimental results. Two new chapters on mental heredity and mental tests have been added. The literature of the latter subject has been enriched by the treatment which it here receives. We hope that the book will now enter upon a period of renewed appreciation in our training colleges.

The Validation of Test Items: Bulletin No. 3 of the Department of Educational Research. By J. A. LONG, P. SANDIFORD, and Others. ($1.00. Toronto: Department of Educational Research, University of Toronto.)

The Construction and Validation of a Group Test of Intelligence using the Spearman Technique: Bulletin No. 5 of the Department of Educational Research. By C. EBBLEWHITE SMITH. (50c. Toronto: Dept. of Educational Research, Ontario College of Education.)

A Study of Imagination in Early Childhood, and its Function in Mental Development. By Dr. RUTH GRIFFITHS. (12s. 6d. net. Kegan Paul.)

The Tyranny of the Mind: a Common-Sense Psychology. By Sir BAMPFYLDE FULLER. (8s. 6d. net. Werner Laurie.)

SCIENCE

Applied Chemistry: a Practical Handbook for Students of Household Science and Public Health. By Prof. C. K. TINKLER and HELEN MASTERS. Vol. I, *Water, Detergents, Textiles, Fuels, &c.* Third Edition, Revised. (15s. net. The Technical Press.)

An appreciative review of this book has already appeared in these columns, and since a third edition has now been called for, it is clear that our opinion is shared by many teachers and students. In preparing this new edition, only minor alterations and additions have been made; thus the purification of water by chlorination, and the use as detergents of substances other than ordinary soap, now receive mention. The book is thoroughly reliable and the practical instructions are excellent.

A Short Course in Biology. By W. B. LITTLE. (2s. 6d. Pitman.)

Though very simple and elementary in its treatment of the subject, this book is a good introduction to the fundamentals of biology; and rightly accords prominence to human physiology and hygiene. Some thirty pages towards the end are devoted to two questionnaires which are useful guides to the study of any animal or plant respectively, and to a good series of exercises and experiments.

Nature Observation Pictures. *British Wild Flowers: from Wayside and Woodland Blossoms.* By E. STEP. *British Birds: from The Birds of the British Isles.* By T. A. COWARD. Selection and Footnotes by ENID BLYTON. (Folders, 6d. each net on paper; 9d. each net on card. Wallet to hold four folders, 2s. net on paper; 3s. net on card. Warne.)

These coloured series of folders should be of great use in schools. The pictures themselves are excellent, and the information given about each species adequate, though brief. Each set is classified according to habitat—a particularly good method for school purposes.

Furneaux's Human Physiology. New Edition, Completely Revised by W. A. M. SMART. (4s. Longmans.)

In this new edition large portions have been rewritten; chapters on metabolism and ductless glands have been added; and more histology has been introduced. The book is more suited to the young medical student than to pupils of school age.

The Road to Modern Science. By H. A. REASON. (6s. net. Bell.)

This informal—but informed and informing—history of scientific progress from the earliest times to the present day, does genuinely "fill a long felt gap." As the author justly remarks, most histories of science are too difficult for boys and girls, while those books which tell only the story of the lives of a few great scientists leave the broad view of scientific discovery obscured. Out of his very extensive acquaintance with the relevant literature, Mr. Reason has extracted the active principle, as chemists say, and has skilfully adapted it to youthful intellectual equipment. The book will, however, appeal also to older persons interested in the history of science, and should find wide appreciation. Even in detail there are but few errors, though Boyle died on December 30, 1691, not in 1692, and Cavendish is not strictly to be described as "The Hon. Henry Cavendish."

Science by Observation and Experiment. By Prof. H. A. WEBB and R. O. BEAUCHAMP. (7s. 6d. net. New York and London: Appleton-Century Co.)

This is a very good example of the best American type of general science textbooks. It contains a great deal of interesting detail, and is attractively illustrated. While few English schools are likely to find it suitable as a class textbook, it would be a useful acquisition to the science library; and it would serve very well as a science reader for post-School Certificate students whose main subjects are non-scientific.

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Through My Telescope: Astronomy for All. By W. T. HAY. (3s. 6d. net. Murray.)

Mr. Will Hay, the famous comedian and astronomer, describes in simple language the interesting sights to be seen through an amateur's telescope, as well as the possibility of making scientifically profitable discoveries by regular observational work of this kind. The nature and relationships of the heavenly bodies are described as well as their appearances, and illustrations are given from actual drawings made at the telescope, including one of the white spot on Saturn first discovered by the author. Useful hints and encouragement are given to would-be observers, to whom the book should be both valuable and stimulating.

Earthquakes and Mountains. By Dr. H. JEFFREYS. (7s. 6d. net. Methuen.)

The first chapter in this interesting book is somewhat mathematical, but there is much elsewhere, which those who do not care for mathematics will find very useful for understanding the earth on which they live. The composition of the layers which form the earth is discussed, and what happens when an earthquake occurs. The formation of a mountain chain and what lies beneath such a mass is described. The age of the earth is argued from our knowledge of radio-activity, and finally geological mechanics are given a chapter. This is a book that should be read by every student of geology.

Stonehenge and its Date. By R. H. CUNNINGTON. (5s. net. Methuen.)

This is an excellent description of what is now to be seen at Stonehenge and of what, thanks to recent excavations, was to be seen there in the past. It discusses the method of erection of the stones, and the purpose of the monument. The date of the building is considered to be the fourth or fifth century B.C., but reasons are given for the suggestions that the whole structure is not of one date. The author sometimes uses terms which will be unintelligible to the ordinary reader. Thus he says that the lintels are supposed to be parbuckled with bollards.

A School Chemistry: Revision Notes and Questions. By F. W. GODDARD and S. R. HUMBY. (2s. 6d. Longmans.)

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Education for Commerce and Industry

THE British Association for Commercial and Industrial Education, which has just held its Annual Conference, came into existence through the fusion of two earlier associations. It resembles both of them in its aim of securing close co-operation between education and business in the task of preparing young people for careers in industry and commerce; and like them, it has been successful in obtaining the help of a number of business men and business organizations in all parts of Great Britain who believe strongly that the future welfare of the country is greatly dependent on the education, selection, and training of their recruits. The Association has carried out during the past year three inquiries of importance.

The results of one of these were communicated to members of the Association only, since they were presented as evidence to the Consultative Committee of the Board of Education: the results of the other inquiries, one dealing with the conditions of instruction in the modern languages used in business, and the other with "Post-certificate" education for commerce have been published and formed the basis of discussion at two sessions of the Conference.

The report on modern languages was introduced by Sir Robert Waley Cohen, Chairman of the Committee which prepared it. It is significant that, speaking as a business man, he began by expressing his view that the greatest service the schools can perform for business is to train their pupils effectively in the "art of human relations," that is, in the habit of working harmoniously with their seniors, their equals, and their juniors, whether of their own or other nationalities or traditions. He said that for the establishment of proper relations with other people, knowledge of their languages, their history and their outlook, was obviously necessary and accordingly that sound methods of teaching modern languages were essential. Prof. E. Allison Peers discussed the recommendations of the report in greater detail and, deprecated the introduction of "commercial" French, German, or Spanish into the curriculum of the schools which aim at providing a general education. He directed attention to the comparatively small number of students learning languages other than French, although German, Spanish, and Portuguese are of great importance, not only because they are of commercial value, but because each of them is the tongue of many millions of people. In concluding, Prof. Allison Peers referred to the interesting suggestion that in every university area there should be at least one good school where Russian is taught at the post-certificate stage.

Mr. Hurlestone Jones and Mr. Allardyce (Glasgow) thought that the Committee had not been justified by the evidence in their conclusion that, taken as a whole, the position of modern languages in secondary schools is not altogether satisfactory, but in doing so, the latter referred to the need for the better training of modern language teachers.

Mr. F. B. Malim, who was Chairman of the Committee on Post-certificate Education for Commerce, introduced the report on this topic. He said that in view of the Committee, the first essential is to see that the pupils possess certain personal characteristics, of which the most important is the willingness to learn. He referred to the extreme importance of the "arts of expression," amongst which he included the easy and accurate communication of thought by the oral and written use of English, and by simple sketches. In discussing the more specialized parts of the syllabuses drawn up, he gave interesting examples of what the Committee meant by "local surveys" and urged that pupils of 16–18 should be encouraged to undertake independent pieces of work occupying their attention for perhaps a fortnight. Finally, Mr. Malim said that it must always be remembered that a secondary school ought not to try to give a technical education.

One of the most interesting contributions to the discussion was made by Mr. Thompson, of Solihull, who spoke of the difficulties of carrying out the recommendations in schools where only a small number of pupils remain for the advanced course. He had considered whether the grouping of such schools, when these were fairly near one another, was possible, but he saw difficulties in arranging for this.

One of the sessions of the Conference was occupied in discussing the subject of "Physical Education," introduced by Dr. L. P. Lockhart. He urged that physical education should not be confused with "physical training," since in his view it deals not only with the development of the body and its maintenance in full health, but attempts to cultivate our understanding of the evolution, development, and nature of man and stresses the relationship and interaction between mind and body. He did not regard physical education as an addition to the list of subjects, but as a theme running through the whole educational system.

There was a lively discussion on "Education after Fourteen," in which representatives of the School Age Council pressed the need for raising the school age universally to 15, while some members of the Association urged that the establishment of day continuation schools was even more important and should have priority. The views of the School Age Council were admirably put by Dr. F. H. Spencer, Lady Simon, and Dr. J. J. Mallon, who were strongly supported by Baillie Biggar, of Glasgow. The need for putting into operation the relevant clauses of the Education Act of 1918, was urged with great force by Mr. P. I. Kitchen, Principal of the Rugby Day Continuation School, which is the only school of the kind in England at which attendance is compulsory. Captain Loris Masher, whose firm has aided the further education of its employees since 1873, and Mr. P. Leech, while not dissenting from the proposal that the school age should be raised, thought that the day continuation school was an essential part of the educational system. Both Captain Mather and Mr. George Cadbury emphasized the need for an education continued beyond 14, in which manual work is an essential constituent. The former, speaking as an engineer, thought that manual skill should be gained early.

Sir K. Lee, in a written communication, stated that his experience leads him to the belief that the proposal to raise the school leaving age is unsound, since it takes no note of the desire of the adolescent to be doing work with his hands, whereas the day continuation school, by its contribution of purely intellectual studies with the manual duties of the factory, is far more satisfying to the pupil—and incidentally to his parents.

The impression made on the mind of one who took no part in the discussion is that there was general agreement as to the need for education and training up to the age of 18. The differences between the speakers were, first, as to the way in which the year between 14 and 15 (or the years between 14 and 16) should be spent, and, second, as to whether the existing law should be put into operation or whether an Act should be passed extending the period of compulsory attendance by a year.

As the Board of Education has decided to establish a system of "Endorsed Certificates in Commerce," for pupils attending part-time commercial schools, a description of this by Mr. W. Elliott, H.M.I., was very welcome.

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University Entrance Scholarships: Subjects and Standards

VIII.—ENGLISH

By RONALD GURNER, M.C., M.A., Headmaster, Whitgift School, Croydon

THE fact of primary importance for this discussion is the scarcity of the scholarships offered. So few are they, in comparison with those in other major subjects, that many secondary schools are unable even to afford the luxury of an advanced course in English. As the reasons for this lie in the nature of the subject and the peculiar problems with which it is involved, I shall first touch upon some of them, before proceeding to a more detailed consideration.

The English departments of both our schools and universities bear rather severe responsibilities. In one respect their work touches every department of study, for they must be concerned with the method of expression and with words, the very tools of thought. Care, accuracy, hard work can never be out of place in learning to write. But there is another side to it, not so susceptible to conquest by method and hard work. Besides the purely functional side of English, there is all that we mean by literature and literary appreciation. To retain the proper balance between these two sides has always been the central problem for the English teacher. But it goes further than this. Particularly if he has a real enthusiasm for his subject, the teacher is bound to face the questions, "Can taste be taught? Can appreciation be measured?" To begin with, literary taste is a matter on which general agreement is impossible. It appears that the romantic cannot lie down in peace with the classic, the lover of Shelley with the lover of Pope. Moreover, since our subject is the pupil, we cannot neglect the extent to which a literary attachment may be merely the reflection of a state in his development. An intense attachment to the romantic poets, for example, may be only an easily recognizable adolescent phrase. It may for a while produce a spell of imitative verse writing, coupled with a tendency to find in literature a world of escape. Here again are circumstances complicating the problem of testing ability.

Such problems as these and many more will be familiar to all workers in this field. Doubtless they are the reason why English remains, despite its enormous scope and possibilities, the Cinderella of school subjects, and why there is such a marked scarcity of scholarship opportunities. While I think improvement is possible, I have no intention of minimizing the difficulties and of advocating unlimited extensions of English scholarships. One thing is certain, the number of boys capable of profiting in a genuine sense from three years' intensive study of English literature is bound to be severely limited.

To come now to more particular criticisms: What standards should be required? Remembering that we are dealing with the pupil, we need not generalize upon the ideal literary mind. There are all sorts and sizes of such minds, and we must be as careful not to fix exacting standards which may have the effect of excluding real originality, should it appear, as of trusting entirely to a gleam of originality which may lack the necessary background of character and knowledge. At present, it is clear that no general agreement as to standards has been arrived at. From the scholarship papers of the past few years it is impossibile to elucidate any general principles. Each examiner seems to have his own ideas and standards, and it would be a bold man who claimed that they constituted a test of any great objective validity. Nor is this surprising, for the subject is, of course, one of the least susceptible to reduction to a system of markable points. Ultimately the examiner is forced to rely on a personal judgment.

The main objects of an English scholarship paper would seem to be these: (1) To discover a mind capable of literary and artistic understanding; (2) to find whether that understanding is supported by knowledge; (3) to discover critical and creative talent. These objects are usually covered by three types of paper, a general literature paper, a paper on set books of a special period and an English essay. Looking at this system from the school end there is one obvious criticism to be made. It is usual for the preparation for scholarship work to be based upon work for the Higher Certificate, and if time allows an expansion from this. But the syllabus of the Higher Certificate English is itself so specialized, the extent of the ground to be covered so limited, yet so exacting, that there is very little time left for preparation for a general literature paper. Compare this, for example, with modern history. A candidate for a history scholarship who has taken the Higher Certificate will have covered the period from 1660–1848, and is left with the obvious alternative of building either backward or forward for about a hundred years to have a fairly complete span of modern history. But the English candidate who has spent two years on fifty or sixty years of English literature, has a very vast field to cover to fit himself for the general paper. The Higher Certificate must provide the basis and give direction to scholarship work. So long as the English Higher Certificate syllabus is so one-sided, demanding so much time on detailed textual work, there will be little time for the development of general tastes.

The general paper is now and will probably remain the most important part of a scholarship examination. Some years ago, when the English examinations for the School and Higher Certificates were under discussion, an advocate of the general literature paper wrote, in the columns of *The Times Educational Supplement*, "Surely it is not impossible to gather a body of examiners who can be trusted to devise questions of a kind that will be a real test of literary appreciation and will reduce to a minimum

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the likelihood of cramming." If this is necessary for certificate examinations, it is doubly so for scholarship purposes. But again the difficulties are considerable. There is not only the problem of outwitting the crammer : there is also the problem of discovering real imaginative understanding in a field where maturity and experience count for so much. Besides this there is the problem of maintaining the balance between modern literature and the classics. It is a favourite criticism of the academic approach to literature that it aims to provide a formula for the recognition of a masterpiece—more often than not consisting of some famous critic's opinion of it. Thus the student is encouraged to base his judgments on Shakespeare, for example, on what Bradley said of him, rather than on his own study of Shakespeare. Moreover, this is said to be most apparent when the unfortunate student is asked to make a judgment on some contemporary writer. Clearly then, the general paper must be framed in a manner to meet this justifiable criticism.

As at present constituted, the general paper appears to be unbalanced in two respects at least. Too great a preference is shown for questions of an abstract kind. Knowledge of the abstract principles of comedy or tragedy does not necessarily mean the ability to say something relevant about a particular work of either kind. Capacity to answer such questions does not indicate literary ability or understanding. Nor does it indicate the scope of a candidate's knowledge. Indeed, a store of generalizations is more likely to belong to the lazy rather than to the industrious boy. Likewise those questions which are an invariable ingredient of any literature paper, bearing upon "characters" appearing in poetic drama or fiction, confuse rather than clarify the issue. Even if in the last analysis the moral perception were shown to be the core of artistic creation, it is certainly not that which such questions test. Rather they invite a spate of commonplace and often priggish judgments upon the wickedness of Macbeth and the nobility of Banquo. Worst of all, such questions suggest that verisimilitude to life is the sole and principal aim of the artist. So long as the general literature paper shows a preponderance of such questions, the academic study of literature will continue to seem a different thing from the genuine appreciation of great literature.

Lastly the essay, most controversial of all examination papers. Here the problem is to allow proportionate value to style and content—the way of saying a thing and the importance and good sense of the thing said. But here again, as with the general paper, most of the essay subjects set are too abstract. Here, for example, is a fairly typical sample taken from an actual scholarship paper : "We are what suns and winds and waters make us" (Landor). Such an invitation to abstract and general speculations is scarcely suitable for immature minds. A more common type of essay subject is the abstract quality, "pride," "dignity," "courage," which even with the best boys provokes a pale imitation of some piece of classical rhetoric they remember having studied. Imagination is not something wholly unattached to actual things, and it is wrong to assume that it can only flourish amid abstractions. The essay more than any other department of the English examination demands reconsideration. At present it is associated too closely with the *belles lettres* tradition, thereby favouring disproportionately one type of mind.

To criticize the existing system, or rather lack of system, is comparatively easy—to make suggestions for its reform is a more difficult matter. Yet if English is to take its place as an equal among the other major school subjects, some attempt will soon have to be made at a codification of the law. At present, the school English departments suffer from the lack of an authoritative lead and are therefore at a loss to devise courses to meet scholarship requirements. Faced with the difficulties reviewed above, there is a tendency to dismiss English as a subject suitable for academic study. But this is a counsel of despair. There is need to restore the confidence of the English teacher and the English departments. No section of the teaching world has been more severely attacked by outside critics, on one side for spoiling growing literary perceptions and dividing for ever the spheres of literature and pleasure, and on the other for not providing something exact and concrete that will exercise and train the mind. It is interesting to note that against French or German, Latin or Greek, these charges are not brought. In the first two cases the functional value of the study is considered of sufficient value in itself, and in the last two the methodical and exacting mental training. But if foreign languages and literatures can occupy this privileged position in the educational world, why cannot our own ? Unless we choose to abandon our own language and literature as not being suitable for study, we must attempt to bring them up to the more exacting and definite standards of the others.

No schoolmaster should dare to shelter his own inability to teach a boy to write behind some transcendental formula —such as "writing is a gift." If it is a "gift" it is at least one susceptible to improvement—and it is by constituting himself a guardian of clear, direct writing that the schoolmaster has a primary duty to perform. Secondly, he must accept the faith that although to reach full understanding of a work of art, a boy must have some inherent imaginative power—yet understanding can be improved by knowledge, careful and scholarly research being an aid, not a deterrent to the fullest appreciation. And this has particular application at the present time when there is a marked tendency to bring literature and history together, by examining a work in relation to the society in which its author lived and found his audience. In this alliance of literature and history, there should be found further fields into which to extend profitable literary study.

Lastly, what relation exists between the academic study of literature and the later careers of scholarship holders ? A glance at the names of the Newdigate verse prizewinners over the last fifty years goes far to answer this question, for it discloses few names that have afterwards become famous in the literary world. It will, I think, have to be frankly admitted that the English schools cannot be held responsible for the production of the front line of literary men. Literary talent lights where it will and it cannot be guaranteed in the successful candidates of however cleverly devised a scholarship examination. But this need not be taken as a final criticism of the academic study of English. The education of an intelligent and enlightened audience is a matter of very considerable importance. At least it is as much as an educational authority can honestly accept for its aim, and within it there is plenty of scope for much-needed reform.

MEN FOR HIGH ADMINISTRATIVE POSTS.—New and better methods of selecting men for high administrative posts were submitted by the National Institute of Industrial Psychology to delegates at the International Congress for Scientific Management held last month in London. The Institute dealt with the subject both in respect of selection from outside the organization concerned and from the ranks of the existing staff. Where men who need special training for such posts have to be obtained from outside sources, the Institute recommended that they should be sought from among university graduates of about 22 years of age, and that these should be definitely selected only after careful examination.

* * *

EXCHANGE OF TEACHERS.—The League of the Empire reports that so far as the Interchange of Teachers Scheme is concerned things are returning to normal. This year the number of exchanges to be effected is 136, including fifty-four from Canada, forty-two from Australia, twenty-eight from South Africa, nine from New Zealand, two from Newfoundland and one exchange between a teacher in Natal and a teacher in Canada. These teachers will be in forty-five services in England and ten in Scotland—eleven of these Committees have never before exchanged their teachers. This year has also seen a considerable increase in the number of secondary school exchanges, thirteen arrangements having been made. Three exchanges between lecturers in training colleges are also in prospect for January, 1936, and two exchanges between lecturers in technical colleges.

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The Reorganization of Sixth Form Work: The Need for Reform

By E. J. HUTCHINS, B.Litt., M.A., Headmaster, Varndean School, Brighton

(Continued)

B.—THE POSSIBILITIES OF REFORM

THE boy himself is quite willing to become both a scholar and a man of public capacity. It is sometimes difficult to persuade him, however, that examination work is not the only thing that matters, for his first thought is vocational. He has his eye on the career which his work is designed to make. His conscience and sense of responsibility make him put work first. The brilliant boy can do all that is required of him. The average boy, if his work overwhelms him, will give up his outside interests, thus losing the gusto of life and all his mental elasticity. Again, sixth form work is bound to appeal to the boy's love of his subject. The stronger its appeal and the greater his power of comprehending its possibilities, the harder will the force of conscience and interest drive him to master it; but the deeper he plunges, the more difficult does it become for him to switch from one subject to another. Every scholar knows that this is the motive of interest which alone can produce distinction in accurate thought. To satisfy this appetite and yet prevent narrowness, limitation is necessary of the number of examination subjects to two or at most three of the present " main subject " type, bearing in mind the number of subsidiaries studied. Any addition to this number can only be achieved by an unwise reduction of the work in each to the level of a glorified School Certificate, or by full-time examination work. But in this way the boys' instinct and real need for scholarship and for some sense of vocational bias can be met. The two or three subjects need not be related to each other as the present regulation grouping suggests that they should; but no harm will be done if they are, provided that the outside interests are wide and varied.

If the first object of Higher Certificate study, *i.e.* the rising far above the level of glorified textbook work, is thus achieved, it is possible to widen the boy's interests by other means both within and without the examination syllabus. Without it lies the rich earth of the " modern problems " course, embracing such subjects as economics, civics, religion, art, and music. There is no end to the variety of such courses or to the possibility of relating them to definitely out-of-school interests already mentioned in a practical way. In organizing them sixth form masters could learn much from the syllabuses of Workers' Educational Association courses. Their aim is not a new form of crowded time-table, but a reasoned combination of reading and personal activity, which shall keep the boy in touch with current events and problems.

Narrowness within the examination syllabus may also be prevented. New methods of treating old subjects is one type of sixth form charm to the boy; new subjects is another. He may begin a new subject, *e.g.* as a linguist in Latin and French he can begin Spanish, as a science pupil in physics and chemistry he can begin biology, as a linguist or science pupil or mathematician he can begin economics or geography. Once his demand for vocational progress is met, in some subjects, the boy's sense of purpose will carry him to other studies, whether for examination or not, provided that they give him some explanation of the forces composing our civilization, whether they be scientific, literary, or economic. Thus, perhaps, the examination syllabus might allow two main correlated subjects to be presented with a contrasting subject, *e.g.* applied mathematics and physics with French or German or English, and *vice versa*; or it should allow him to start a new subject. Inside these wide limits he should be able to combine subjects as he pleases; but the too close relation of school with university work, while still at school, should be definitely discouraged.

Supporting this variety of subjects and strengthening it is the present " subsidiary." It has value for many reasons. First, a brilliant boy can perhaps best start a new subject by reaching subsidiary level in it in one year, so that he may take it, in some instances, as a main subject in his second and third years. Second, this need for a new subject at subsidiary level will be definitely felt, if the number of subjects studied for School Certificate is firmly limited. Third, the subsidiary subject allows the boy to keep a School Certificate subject alive until such time as he develops it at a university. Again, in this way, the sound principle of changing subjects of study during the school life can be put in to practice without danger of shallowness. Indeed, fewer subjects and occasional novelty are the essential factors in a sound and lively education. This is particularly true, when economics is considered as too mature for boys under 16, and when allowance is made for the ability of the boy of 16 to choose what he wants to learn. Subjects omitted from the School Certificate course can be taken in the sixth.

If in these ways work is made up of semi-specialist subjects, of new subjects and of subjects of general interest closely related to out-of-school interests, it will be possible to develop the high standards of thought, the personal qualities, and the interest in human affairs required of the best men in church, university, professions, and industries. The normal secondary school is full of magnificent material brought up in sound, independently-minded homes. University regulations permitting such methods of training will produce from them better informed, more lively undergraduates. Sixth forms organized on flexible lines such as these will produce the best type of self-reliant, adaptable, and capable recruits for industry. It is a tremendous achievement of the present advanced course system to have found, in secondary schools, such appetites already created as do exist. What now is needed is the school's power to adapt their experience to greater achievement; and this power they can only use if they have the freedom to experiment. Such experiment must, ultimately, show in specialist subjects whether the normal boy's demand for concentration on his favourite work will carry him, in these new conditions, to the standards of university scholarship examinations, and how far those examinations need modifying to meet the boy's capacity.

Two other people are affected by sixth form work—the headmaster and the employer. To the headmaster, flexibility in his organization of the whole school would be given by such methods as those now suggested. He would have time adequately to test his boys and to give them some training in the things for which they have taste. Also, every member of a staff should have, at frequent intervals, some sixth form teaching to do. The effect upon staff work in lower forms of contact with the fresh, independent, and well-equipped thought of the sixth, as well as with the books essential to sixth form work is salutary. For this reason the standards of work, at parallel ages, in a school with a sixth, must always be higher than those of a school with no sixth, where the leaving age is 15 or 16. Such differences are not merely distinctions between the intelligence of pupils.

Careers for boys of 18 are not easy to find. Certain employers, banks, some insurance companies, the Civil Service, the London County Council, and a few large-scale industrial concerns have a minimum age limit of entry at 17 or 18. Technical posts requiring a university degree, professions such as dentistry, medicine, the Indian and Colonial police, the Army, Navy, and Air Force demand sixth form work. In the commercial world, if some authentic

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figures may be taken as a guide, the recruits accepted at 17 equal in number those taken at 16. Beyond that, the value of sixth form training does not go. There is no universal demand for a boy from the sixths as a better candidate than the boy with his School Certificate only. There is no question that, while the years from 14 to 16 spent in school have real commercial value, those from 16 to 18 have some, but nothing like so great. The employer prefers either the full-blown graduate, or the holder of a School Certificate whom he can mould to his ways, or the youngster whose technical training began before he was 16. Of the two latter types, neither, if they rise at all in their career, will do so other than by the light of their own genius. They will owe little to their education, for an academic School Certificate is no final guarantee of a life other than one in the lower ranks of the black-coated professions, while vocational training from 14 to 16 is a certain avenue only to a life of manual labour and skilled craftsmanship.

Meanwhile, the universal complaint is that for the higher posts, where poise, breadth of view, intellectual and social capacity, the power of judgment, and force of personality are needed, recruits are few. If it is true that, as I have suggested, the sixth can be the centre of culture, of accurate knowledge, and "the school of personality and the sphere of command," then it is equally true that this is the place in which to find the potential leader. Before 16 he is too young to show himself. A gruelling sixth form course tends to blight him. A mixed course of specialization, novelty, outside activity, and close interest in public affairs would create the proper atmosphere in which the boy's qualities might blossom. There he might, with some degree of accuracy, be judged.

Thus, amidst all the talk of raising the school leaving age, of the care for youth in social life, of the right methods of training for industry in the universities, technical colleges, junior technical schools, and evening classes, four facts emerge :

1. The man of business needs technical knowledge as a statesman needs blue books ; but he needs something more urgently, which only the secondary school course of intensely modernistic culture can give him. That is to say, he needs a background to his life and work made up of general culture, intellectual poise, personal confidence, and well-founded interest in movements around him.

2. The age of youthful development ends at 18, for it is only after 16 that accurate measurement of capacity is possible with reference to the higher qualities we are looking for.

3. These vital years between 16 and 18 must be free of the need for *specialization* in too many subjects. They must be spent in the more sympathetic completion of the intellectual development, begun in school at 11, by the normal boy's demand for *concentration* in his favourite work.

4. The narrower questions of Matriculation must be settled by reliance on a sound performance at the School Certificate stage, followed by adequate knowledge in chosen subjects at the Higher School Certificate, both results being assessed in the light of the head—or form—master's confidential estimate of outside activities and their value.

If, therefore, experiment is to follow sound lines, five conditions are essential :

1. The rigid grouping of subjects in the Higher School Certificate course needs softening to allow the presentation of variegated subjects in combinations chosen by the head and sixth form master, who know each boy's needs and aims.

2. The volume of work needs reduction not so much in quality as in the quantity of subjects demanded for examination purposes, and, in some cases, the width of the syllabus needs restriction.

3. The work done needs to be a combination of old subjects, in which the boy is well grounded, with new subjects taken up from choice, and with purely non-examination school work and much public duty out of school.

4. In the award of scholarships examination performance and a full record of the boy's outside interests should both be taken into account.

5. All reform should rest on the principle that no course is complete without "modern problems and issues" studied in one form or another together with training in public business.

Topics and Events

B.B.C. PROMENADE CONCERTS, 1935.—The B.B.C. has announced that arrangements have been made for the customary series of eight weeks' Promenade Concerts from Saturday, August 10, to Saturday, October 5, inclusive. The B.B.C. Symphony Orchestra of ninety players, with Charles Woodhouse as principal violin, and Berkeley Mason as organist and accompanist, will again be on duty, and Sir Henry Wood is to conduct for the forty-first year running. New artists are, however, to appear and new music is included in the scheme, but the mainstay of the season will be, as before, the old-established music which Promenade audiences expect, performed for the most part by the artists whom they have come to regard as their favourites.

* * *

BRITISH FOUNDRY SCHOOL.—Meetings have recently taken place which have resulted in the formation by the founding industry of a provisional governing body for an entirely new type of specialized school, the British Foundry School. If sufficient students present themselves, it will be opened in September of this year. From the prospectus that has been issued we learn that the School is intended for those men engaged in the founding industry who have already had some practical experience and who wish to qualify for, or who have already shown their capacity in, managerial and supervising posts. The School will provide a full-time day course of one year's duration, and successful students will receive the diploma of the School. It is expected that the diploma will receive endorsement by the Board of Education. Out of an estimated net running cost (total expenditure less receipts from students' fees, fixed at £30 per annum) of £2,000 per annum, the Board of Education has undertaken to provide £1,500 in the form of grant, provided the remaining £500 is forthcoming from the industry. Of this latter sum, nearly one-half has been promised by a group of institutions representing the industry which are supporting the School and which have nominated representatives to the governing body. The industry is now invited to contribute the remainder, about £300 per annum. Through the public-spirited action of the Birmingham Education Committee, the School will be housed in the Metallurgical Department of the Central Technical College. Mr. R. G. Hosking has been appointed chairman of the provisional governing body, Alderman W. Byng Kenrick, vice-chairman, and Mr. J. G. Pearce, honorary adviser and honorary treasurer, to whom contributions and requests for information may be sent, at 21 St. Paul's Square, Birmingham, 3. Prospective students should apply as soon as possible.

* * *

DRAMATIC PRODUCTION.—The Everyman Theatre, Hampstead, will be reopened with a September Vacation School from August 30 to September 8, which will be attended by many producers and members of the Overseas and American Little Theatres. A very instructive programme of work, which will be of international character, is thus assured. A performance of interesting modern plays by the members of this Course will take place at 2.30 p.m. on Sunday, September 8, at the Everyman Theatre, and free invitation tickets of admission will be sent to any who are interested on receipt of a stamped addressed envelope to Citizen House, Bath. On Sunday, October 13, at 3 p.m., the Autumn Term of the Week-end Course of Dramatic Production will reopen at the Everyman Theatre, Hampstead, and the staff will be delighted to welcome any who are interested in drama at the inaugural meetings, when arrangements for play production will be discussed. Intending members who desire to join this Course are asked to notify the Secretary, Citizen House, Bath, as soon as possible in order that a place in the Course may be reserved for them.

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The Aims and Status of the Central School

BY DR. CLOUDESLEY BRERETON

IN a letter to *The Times* about four months ago I criticized the L.C.C. for creating what seemed to me a large number of more or less superfluous scholarships in secondary schools, and the wholesale diversion of pupils through these scholarships from central schools to secondary schools, which would deplete the central schools of their hitherto most promising recruits. As the ultimate increase in secondary scholarships will reach a maximum of nearly 5,000, the central schools, with a population of about 30,000, will lose something like one-sixth of their finest material. The effect on these schools and technical education as a whole cannot fail to be a staggering one. No adequate answer has, so far as I can see, been made to this point. I further pointed out that this extra money allocated to secondary education would have produced a far better return if devoted to maintenance exhibitions in central schools. It would, in fact, prolong to 16 plus the school life of far more pupils. Such a step would have been a rare encouragement to headmasters and assistants, and would have diminished, instead of widening the gap which at present exists in popular opinion between the merits of the central and secondary schools, to the detriment of technical instruction in all its forms and of national education as a whole.

In order to prevent any misconception, it is necessary to define exactly what I mean by technical instruction. It implies training in *craftmanship and the practical arts of life*. It enters in various degrees into the curricula of the group of schools ranging from the central school giving a general education with a craft or commercial bias of a pre-apprenticeship type, to the trade or junior technical schools, in which the purely technical element predominates.

It is idle to suggest that this is no longer true of the central schools because some of them have deviated from the orginal bias of training in the practical arts of life. If that is the case, and I believe it to be so, it is only an argument for an *overhaul* of the whole system, which is indeed due and overdue. Such an investigation, would not result in a further degradation of the central schools, but would reveal an overwhelming case for putting them on a stronger footing, by *redefining* their position in a national system and increasing their educational facilities. There is always a danger of too many recruits for the black-coated professions, and it is significant that in spite of free secondary education in France, parents in Paris are sending their children in increasing numbers to higher primary and trade schools on account of the overcrowding of the liberal professions, and because these schools have a well-defined objective with clear-cut curricula worked out to meet it. I am *convinced* that given more generous treatment, central, trade, and junior technical schools will show that, while they each provide a different type of education, it is one that is equally valuable to the nation, especially for pupils who think through *their hands first* and through their heads afterwards, which " learning by doing " means. Such a training, in fact, if combined with a proper element of general education, is more suitable for such pupils than the secondary school, where, the newcomer is confronted with four or five new subjects more or less abstract in character. *Real education* means the giving to each individual child the type of education best adapted to develop his innate capabilities and to fit him for the life and calling he is going to lead.

As a graduate of two universities and a member of a third, I should be the last to decry the value of an intellectual training for those who can profit by it. I am also fully conscious of the services rendered by the secondary school in developing the *individuality* and corporate spirit of the pupils. It is indeed the most valuable side of education; but it is not the only one, and is it the monopoly of the secondary school? Are not those same qualities being developed in the central schools, in spite of the handicaps from which they suffer? Even in the elementary sphere it is astounding how these ideals have filtered down from the higher strata, not least because the great majority of the teachers have passed through secondary schools and not infrequently the universities. Why then, it may well be asked, has the idea of giving to each individual child the particular type of education best adapted to develop his innate capabilities and of preparing him for the life and calling he is going to lead, been not so systematically worked out in this country as it might be?

It is due to *historical* reasons.

The two outstanding influences in English education have been the academic, predominant in the universities and the public schools, and the ideals that animated a comparatively small number of enthusiasts who, in their burning zeal for the uplift of the masses, have succeeded, in spite of widespread apathy and even active hostility, in creating our present system of popular education, in which, of course, the religious influence has also had a share, while secondary education has come under the influence both of the academics and the enthusiasts. Technical education is of a much later date, and when it started it was looked at askance by both the academics and the enthusiasts, being despised by the one and dreaded by the other as a form of popular enslavement. Unhelped by either it began in the crudest fashion, but its advocates soon realized the need of linking it on to cultural studies. To-day the foundations for it have everywhere been laid, and only need to be more clearly defined to be accepted by all in all its ramifications and stages. If it has still something to learn from the " academics," they also have much to learn from it. Technical education is indeed perhaps the most indigenous form of education in this country, in many ways corresponding to our national genius and spirit.

I contend therefore that technical education, properly combined with the general elements of culture, is peculiarly suitable for a great mass of children of a certain type. Unfortunately the School Certificate in its present form is probably the chief stumbling block to any reform of this kind.

On this subject, I am convinced, in spite of many arguments to the contrary, that the central schools cannot do without some form of School-leaving Certificate. But the present form needs to be widened so that pupils with a practical bent may be able to qualify in a sufficient number of subjects like handicraft, music or the domestic arts, without having to pass in any compulsory subject other than English and arithmetic. It is deplorable to think of the large number of children who largely waste their time in scraping through with a pass in subjects for which they have only a modicum of ability. Shortened courses in mathematics, science, &c., would enable them to devote the time thus largely saved to the practical arts. I am certain that a proper blend of *practical* subjects with the academic in the long run will prove itself a more profitable way of developing the brains of many English children.

The process, however, would be speeded up if the number of qualifying subjects were increased to allow the pupils in the central schools to take the Certificate in their stride, *i.e.* by including the subjects ordinarily taught in those schools. I should certainly include, for example, the ordinary commercial subjects, shorthand and even typewriting. It would, in fact, be a single examination with many alternatives. The inscription on the Certificate of the subjects in which the pupil had passed should be enough for an

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employer to ascertain if a candidate possessed the qualifications he was looking for.

At present, the public has no clear conception of the various branches of national education as a whole or the value and scope of technical instruction. This is particularly true of the central schools, a title which conveys nothing to the public. I think "higher-primary" or "primary-technical" would have given the public a better idea of their aim. What we want is not merely a change of name for central schools, but a reclassification of education according to stages based not on the aims of the schools but on the normal leaving age of the pupils. That seems to me common sense. Thus, excluding secondary preparatory schools and departments, we should have an elementary stage, as before, up to 11 plus. Then would follow a further stage up to 16 plus, when, alongside of the secondary school (up to the Certificate class), with its predominantly general education, but with, I hope, an increasing study of the arts and crafts, would come the central school. The latter would have a pre-apprenticeship bias in which even some of the general subjects would receive a technical, not technological, cast. The age of 16 plus could be easily secured by a wise extension of the maintenance exhibitions of which I have already spoken. If their leaving age were gradually extended, a third group, the trade and junior technical schools, still more technical but with a proper modicum of general subjects, could be linked up loosely with the other two through an expansion of the existing school-leaving examination by the inclusion of the subjects peculiar to their curricula.

I have purposely excluded from the discussion the higher classes in elementary schools of pupils over 11 plus, except to say that they also should receive an increasingly direct preparation for life.

A higher stage to 18 plus would be represented by the advanced courses in the secondary schools and by the day schools for those over 16 in the polytechnics and technical institutes, to which there might be scholarships from the central schools, which are at present a dead end. Above, would come university education or technology of university standard, and above that research in university subjects or technology.

The alternative to developing the central and trade schools is the overcrowding of our secondary schools with a mass of more or less unsuitable children, culminating in the inevitable introduction of free secondary education of the American type, or of the French type. In the former, the waste products are prodigious, standards having been watered down till they are practically non-existent, and in the latter, in order to maintain the standard, the children are obliged every year of their school life to pass a searching examination, and if they fail to remain another year in the same class or leave the school.

The reorganization of education involved by the suggested scheme would undoubtedly cost money, and would have to be affected by stages. But it cannot be denied that the public of to-day have the right to, and will demand, more education. Those who hold the purse-strings will have to decide in the near future whether they prefer the extra money to be usefully spent on the improvement of technical instruction in its various forms, which will give them and the nation an adequate return, or be more or less wasted on "secondary education for all," which can only result, to quote Bismarck's phrase, in the production of a literary proletariat.

In brief, my proposals are:

1. A *thorough* investigation of the present state of the central school and a redefinition of its aims and status.

2. The official recognition in national education of a further stage above the elementary, ranging from 11 plus to 16 plus, which might be called intermediate, to include all secondary school pupils below the School-leaving Certificate and all the pupils in central schools. This stage might be labelled intermediate-secondary and intermediate-technical, which should certainly help to clarify public understanding in the matter. To prevent misconception, I would add that such an administrative division would leave the secondary school absolutely intact. It already consists of two sections, the certificate course, and the advanced course, to which the new terms intermediate, secondary and advanced secondary would exactly correspond. The school would still remain a single entity.

3. A large number of maintenance exhibitions to help the right type of child to stay on till 16 plus, a more liberal scale of staffing, a higher scale of salaries, and greater school amenities.

4. The enlargement of the School Certificate by including a certain number of technical subjects, so that central school pupils would take the examination as the natural objective of the school curriculum. There would, in fact, be a choice of many subjects, but only one certificate for central and secondary pupils alike—*cf.* the B.Sc., which also comprises a multitude of alternative subjects.

5. A limited number of scholarships to take central school pupils on to the day technical schools in the polytechnics and elsewhere, at which the entrance is 16 plus. The effect of this linking up is most important; it is a powerful antidote to stagnation in pupils and teachers alike.

The net results would be great. The proposed changes would tend to lessen the disparity in prestige at present existing between two equally indispensable forms of national education and for both of which there is plenty of room. I would add there is no need to disparage either type of school, though I venture to add, if something like the scheme I have outlined is adopted, it will, I believe, benefit both categories of schools.

At the same time they would increase the public understanding and appreciation of the central school by placing the schools and teachers on a footing commensurate with the importance of their services to the nation, and by rendering those services more intelligible through the results of the School Certificate, thereby giving the schools a definite aim and objective, both of which they at present lack, while the addition of scholarships leading to the next stage of technical education would anchor the central school still more firmly to the national system and provide at the same time a passage upward to the most promising pupils.

A Dog's Epitaph

WYS WATTIE

A Berwickshire Collie

Nae mair when morning wauks the lark
Upon the lea,
We'll see him jump wi' joyful bark
And kindly e'e.
For best o' dougs, like men, it seems
Maun gang elsewhere;
But if there's dougs 'yont death's dark streams,
Auld Wattie's there.

ANON.

A RENDERING IN LATIN

Excitat in pratis aurorae lumen alaudas,
Frustra; namque meus mortuus ille canis.
Cuius non hilares posthac cernemeus ocellos
Dum salit ac latrat, nos in aperta ciens.
Acres nempe canes, ut nosmet, abire necesse est.
Suntne illis umbrae? Credere forte licet.
Orci si in regno canibus sint arva beata,
Incolis haec certe care virecta comes.

BASIL ANDERTON.

The Case for Decimal Coinage is the title of a leaflet just published by The Decimal Association, 319 Finsbury Pavement House, London, E.C. 2. Copies may be obtained on application.

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"The Rabbits"

By DAN MCCOURT

"THE trouble with most teachers," said the head to me one day, "is that they're too docile. After all, the ordinary teacher is like a soldier in the front-line trenches; he is face to face with the enemy all the time and should not allow himself to be dictated to by brass-hats and base-wallahs who are for ever telling him how he should do his job, though they take jolly good care never to attempt to do any actual teaching themselves."

"You certainly said it, big boy," I murmured absently.

"And I wish you wouldn't use that horrible American slang," he went on. "I think I've spoken to you before about it; it fairly gives me the jitters—er—I mean it disgusts me. But to get back to what I was talking about; a more progressive policy on the part of teachers seems to be badly needed. Instead of waiting for hints and advice from the mandarins of Whitehall we ought to strike out a line for ourselves. No outsider, no matter how expert he may be supposed to be, can possibly know as much about our pupils as we do, who have to live with them all day and every day. There is too much of this mass-production business about our teaching. A circular, for example, is issued from the Holy of Holies at Whitehall, and we teachers at once burn incense before it and bow down and adore, oblivious of the fact that most of Whitehall's ukases have reference only to children who are normal or supernormal in intelligence and not to the heterogeneous mob of assorted idiots we have to teach."

"Then it would be a good idea for us to get rid of the dunces, wouldn't it?" said I. "If that were done, we could then follow out Whitehall's instructions with a clear conscience."

"How do you mean—get rid of the dunces?"

"Well, we could stick their heads in gas ovens and turn on the gas, couldn't we? That would be one way to get rid of them. You remember the wave of sentimental feeling which swept over the country some time ago when a woman thus disposed of her imbecile son. The Home Secretary was bombarded with letters and petitions praying for the woman's release, thus proving that popular opinion overwhelmingly supported the woman's action."

"Yes, perhaps," sneered the head, "but sensible people would say, and did say, that the boy was murdered."

"Oh, no, not murdered; necessarily removed," said I. "By Jove, it's a good idea. If the people of this country could so heartily approve the necessary removal of one imbecile, how much more heartily would they acclaim the necessary removal of thousands, or even hundreds of thousands of imbeciles?"

"I'm afraid that not all the imbeciles in our schools are found amongst the scholars," said the head darkly. "But touching on this question of imbeciles, I believe that their treatment and cure depends upon purely individualistic methods; something as remote from the mass-production ideas of Whitehall as can possibly be imagined. And it is precisely in this regard that teachers show their docility. To the man or woman who is constantly in charge of a subnormal pupil and who has therefore every opportunity of prolonged study of what I may call the patient, a method of treatment should soon suggest itself. The method of treatment would vary, of course, with the individual case. But the ordinary teacher is so much engrossed with slavishly following a time-table, entering up small lies in the teachers' time-book and bigger ones in his weekly record of work alleged to have been done, and suchlike trifling matters, that he has no time to do his job. Instead of occupying himself all day long with trifling and worthless matters of mere routine he should apply himself to the systematic study of his pupils, and particularly to the study of his subnormal pupils."

"Yes, there's no doubt too much of our time is wasted on records and registers and temperature-charts and time-books and things like that," said I. "A lot of the things we teachers are called upon to do are pure boloney."

"Yes, absolute hooey," said the head, becoming enthusiastic. "And that's just where teachers are too docile. If they took the smallest pride in their noble profession they would cast all these things overboard and treat their pupils as a doctor treats his patients. You never heard of a doctor working to a time-table, did you? Just imagine a doctor lining up his patients at (say) eleven o'clock each day and making them all swallow a dose of bromide, quite regardless of the fact that their diseases might range from liverishness to lead-swinging. Yet every day we do something just about as silly as that."

"Of course you forget that with a class of forty to fifty pupils to struggle with all day long a teacher has as much as he can do to keep his head above water," said I modestly. One should always speak modestly when stating great truths.

"Oh, don't trot out that old yarn again," sneered the head. "A bad workman always blames his tools. And what have numbers to do with the case, anyhow? The normal children in a class need so little attention that the teacher, if he wanted to, could easily devote most of his attention to the subnormal ones. But of course most teachers are too lazy to do this."

"Spoken like a Whitehall ukase," said I.

"Oh, it's easy enough to blame Whitehall, but it would be a good thing if we looked for faults nearer home. As an example of the individualistic methods I am advocating, did you read about that interesting experiment carried out recently at a psychological clinic in London?"

"No, what was it?" said I, with an inward groan. I knew what was coming.

"A girl came to the clinic suffering from acute anxiety hysteria. She had practically no memory and was of extremely low intelligence. Yet after treatment that girl's brain was found to be equal to that of an average university professor. What do you think of that?"

"Dear, dear! how sad," said I commiseratingly. "But after all they do their best, don't they? I don't see how you can blame them for it. Their intentions were good; and we must always remember that the science of medical psychology is as yet only in its infancy."

The head turned a horny eye on me. But I maintained the vacuous look which I had assumed, and which comes so easily to me; and after a moment or so he departed.

* * *

Still, there was a good deal of truth in what the head had said. We teachers are indeed much too docile; and if we took a proper pride in our profession we would, upon occasion, rise up in our wrath and give somebody a severe kick. Dealing as we do every day and all day long with the complex human problems committed to our care we ought to be allowed much greater licence in our methods; or better still, we ought to strike out for ourselves and put into practice those methods which by long experience we should know to be most suitable in individual cases.

I looked round my class and pondered for a space. There was X., for example; a boy who required very tactful handling; cheerful and industrious enough when one knew how to deal with him, but with the wrong treatment apt to sink into a mood of stubborn sullenness which nothing could shake. Again, there was Y., clever enough but erratic; a boy who, by the use of a wrong word on the part of the teacher, could be turned into a lifelike resemblance of a clam. And so with others. Who could know them better than I did? Even their own parents, I fancied, did not know as much about them as I did, for a boy is a vastly different creature at home from what he is in school. No

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outsider, no matter how expert, could handle this class as well as I did; for the simple reason that it would take him weeks or even months, as it did me, to get a proper insight into their natures. Yes, teachers were too docile. There could be no doubt of it. I began to take the matter to heart. For too many weary years had I endured the half-baked and ill-informed criticisms of those who sit in the seats of the mighty. It was high time to make a change. . . . Yes, I'd larn 'em.

A few days later a drill expert blew in on some passing breeze. His particular racket was the new drill syllabus which, issued about a couple of years ago, seeks to make trained gymnasts of children who are too young and teachers who are too old.

We went through, for his delectation, some of the stuff in the new syllabus, such as crow-hopping, " making backs like angry cats," running up and down the playground while grasping (theoretically—very theoretically) our left ankle with our right hand and vice versa, and a few of the other weird stunts which the syllabus calls for.

At the end of our demonstration our examiner was not pleased, and said so. " I don't think you've quite grasped the idea of the new syllabus, Mr. Jones," said he. " The exercises were performed in a very perfunctory manner. That exercise, for example, where the children are supposed to grasp opposite ankles while running was done very carelessly. I noticed that many of the children did not grasp their ankles at all but merely kept their hands somewhere below the region of their knees."

" Are you telling me ? " said I.

" Yes, I'm telling you," said he, somewhat surprised. " In fact I'll tell you a bit more : a slacker, sloppier, more slummocky lot than your class I never saw. Your pupils have no more idea of the new syllabus than a nudist colony has of the latest Paris fashions."

" Yes, and they've about as much need of it as a nudist colony has of pockets," said I, breathing through my nose. " Lissen, feller," I went on, " and I'll tell you something. This new syllabus might do very well for trained acrobats, but it's utterly unsuitable for young children. Look at young Brown there, for example. Look at those pipe-stem arms of his. Why, the sight of him doing ' upward bend ' and all the rest of it gives me a pain. It's like watching a homeless waif sleeping in a doorway on a snowy night. It's not ' upward bend ' he needs; it's beef tea and a course of building up."

" But exercise would help him, wouldn't it ? " said he, thinking he had me there.

" Yes, of course it would," said I, " but at the proper time. If you had had as much experience of children as I've had, you'd begin to realize that a child's natural play gives him all the exercise he needs. The period at which a boy really needs training and disciplining is immediately after he has left school, for it is then that he begins to fall into the cigarette habit, the cinema habit, the street-corner lounging habit, and the girl habit. That's when he really needs training; and, of course, because he really needs it he doesn't get it. Go and gather together a few of the young adolescents who smoke too many cigarettes, go too often to the cinema and flirt with too many girls. Make a start with them and with their like all over the country. By doing this you'll be conferring the greatest educational boon on this nation since Lord Baden-Powell started the Boy Scout movement. There you are," I went on, giving him no chance to get a word in edgeways. " I'm presenting you with the germ of a great idea, though there are others who are beginning to realize the truth of what I've just told you. There's Sir Oswald Mosley's boys, for example; a fine upstanding lot they are too, though perhaps they mix it up with too much politics. But they've got the right idea all the same. Anyhow, go and bring to fruition the great idea I've laid before you. If you do, you'll deserve, and receive, the thanks of a grateful country. I have spoken."

When the wandering spider steps on a red-hot shovel (as Mark Twain puts it); when a monkey extends an exploring paw to see just why that bright shining circular saw whirls round so swiftly; when a predaceous rat begins to nibble at a high-voltage cable; when an irate male parent comes up to castigate a teacher and finds out, too late, that the teacher is last year's amateur heavy-weight champion. . . . But why pursue the theme ? Suffice it to say that the drill expert retired slowly from my presence, walking backwards and making a deep obeisance at every three paces. . . . Too docile, were we ? Well, I'd larn 'em.

The next visitor was an inspector. He came into my room shepherded by the head who, after effecting the necessary introductions, discreetly retired.

" Well, I should say, Mr. Jones," drawled the mighty one—inspectors always speak in a drawling tone—after having gone through some of my exercise books, " that those people who say that much of the money expended on education in this country is absolutely wasted are quite right. These books are a disgrace to civilization. Here's one that looks as if a drunken spider had fallen into a bottle of ink and then crawled all over the book. And what's this ? " he continued, slowly adjusting his pince-nez. The putting on of pince-nez can be, in practised hands, an awe-inspiring ritual. It always reminds me of a judge putting on the black cap. " Here's one done in pencil. Why hasn't this boy used ink ? "

" Because he can't be trusted with ink," said I, speaking darkly and mysteriously. " He's a moron, a nit-wit whose greatest pleasure in life is to pour ink down the necks of other boys. He even tried to do it with me the other day when my back was turned. And it's no use punishing him; he merely laughs. His hide is pachydermatous; an ordinary cane means no more to him than the tickling of a lady's fan. The only thing that could possibly penetrate his sensibilities would be a kurbash—a whip made of rhinoceros hide. I've been thinking of getting one, but I'm afraid the authorities won't allow it. And do you see that boy over there in the corner ? He's another moron. He'd think no more of hurling a book at you, if he took the notion, than I would of lighting a cigarette. But perhaps the head told you all about this lot ? If he didn't he ought to have done."

The pince-nez came off again, quickly this time. " Um—ah—well, perhaps we'd better make allowances for the apparently low mental state of this class. I think—er—I'll just examine them in a little history or geography. What have you been doing in these subjects ? "

" Ah, that's worse and worse," said I, speaking in a sepulchral tone of voice. " These fellows are all history-conscious. By that I mean that the mere mention of history, with its battles and sieges, is apt to arouse their worst instincts. It's impossible to mention even the most unimportant battle or siege, even a mere backyard squabble, as it were, without their manifesting a desire to show how they would deal with an enemy; and they always choose me as their potential enemy."

" Dear, dear," murmured the mighty one, " that's most peculiar. I must see your headmaster about this. Still, I think I'll ask them a few questions on geography."

" But what's the good of that ? " said I challengingly. " What's the use of learning about countries and their peoples when at any moment the whole of Europe, nay, the entire world, may be thrown again into the melting-pot ? Look at what's happening in Germany. The entire country is covered with military camps in which the youth of Germany is trained to be soldiers. And in every camp there shines forth every night in letters of fire the message: ' I must be ready to die for Germany.' And look at France. Look at her internal troubles; and on the top of it all she's deadly afraid of Germany. And look at Austria and Italy and Japan and Russia. Wouldn't it be better to wait till the next great war has been fought, and the new delimitations of countries made, before learning any geography ? Why,

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if we studied geography now it would be a sheer waste of time. And look at our own country. Look at the state of our Army, Navy, and Air Force. Did you hear that speech of Ramsay MacDonald's on the talkies the other night? He said, 'Dear fr-riends, when I look at the state of the wor-rld I——'"

"Excuse me," interrupted the inspector, "I think I'll go and have a talk with your headmaster," and he left the room. He didn't come back, either; but the head did. Still, I didn't come off second best. . . . Too docile, were we? Well, I'd larn 'em.

During the inspector's visit I had been somewhat annoyed by the chattering of a small group in one corner of the room. The inspector had noticed it, too, as inspectors will. When he was safely off the premises I called out the ring-leader of the delinquents and gave him what Paddy is alleged to have given the drum.

When school was dismissed at noon I heard the sound of loud talk in the passage outside. I went out to ascertain the cause of the disturbance and found the boy who had been punished surrounded by a group of others who were evidently greatly interested in what he was saying. At my approach they all made off, but one boy remained.

"Well," said I, "what are you waiting for? Why don't you go home?"

This boy was one of the gossiping, garrulous type, always fond of carrying tales back and forth. "Oh, please, sir," said he. "Johnny Smith what got the stick says he's going to bring his farver up to you this a'ternoon. He says you made his hand bleed."

"Oh, did he?" said I, darkly meditating. "Well, you'd better push off, or I'll make your hand bleed too."

Too docile, were we? Well, I'd larn 'em. . . .

I took the afternoon off.

Foreign and Dominion Notes

INDIA

Reconstruction.

Just a year ago we dealt with the Quinquennial Review of Education (1927–32) issued by the Government of India. There is now before us the first interim Report (1932–33) since that date. The "pessimistic" note of the earlier document is but slightly modified. Progress is noted here and there, but the weakest spots remain—in the primary system "wastage" and ineffective "compulsion," in the secondary the same "drift of unsuitable pupils" to Matriculation and the universities, which still "dominate the curricula and teaching of the schools"—a domination resulting in ever-increasing middle-class (*i.e.* graduate) unemployment. Adult schools also, with rare exceptions, are a failure. There is no demand for them, and much of the money spent is wasted. And yet "literacy of adults alone can popularize literacy among children." Among the causes of this unsatisfactory state of things are undoubtedly the economic crisis with its "fierce blast of retrenchment," and the earlier "political and communal unrest"—though, "after the storm and stress of the Civil Disobedience movement, discipline has improved." But the root causes go much deeper, including an uneconomic distribution of schools; over-crowded classes; an unprogressive inspectorate; faulty organization of provincial education departments and local bodies (with their shameless political bias); stereotyped universities; the preponderance of untrained, or badly-trained, teachers; and, above all (as many think) the comparative neglect of the vernaculars as the medium of instruction—a cry which has been going up since 1867! . . .

We quote three relevant utterances. The Educational Commissioner writes: "A larger supply of suitably trained teachers is indispensable. There is no difficulty in enrolling recruits, though in provinces in which the vernacular system has deteriorated there may be difficulty in finding young men likely to take kindly to village conditions. There is, however, an urgent call to divert them from the well-beaten track to Matriculation." The unanimous opinion of a recent universities' conference was that "A practical solution of the problem of unemployment can only be found in a radical readjustment of the present system of education in schools in such a way that a large number of pupils should be diverted at the completion of their secondary education either to occupations or to separate vocational institutions. This will enable the universities to improve their standards of admission." And, in a circular letter issued by the Government, seeking opinions from universities and local governments, we read: "The administration of the university should not be over-strained by the imposition of functions which do not come within its scope; its teaching resources should not be diverted to school children as yet unfitted to receive university teaching. . . . The growing tide of unemployment among graduates must be stemmed. . . . The system of biennial examinations is also open to grave objection. . . . It is now proposed to shorten the secondary course and to increase its efficacy by providing all teaching, except in English, through the vernacular." The report ends on a more hopeful note: "In spite of financial stringency, and the persistence of grave defects, there are signs of improvement in many directions"—notably in the education of girls and of the depressed classes In both cases the centuries-old prejudices are rapidly breaking down. It may be surprising to some that out of nearly three million girls at school more than a million are in institutions for boys. The conditions, however, are such that this mixing can scarcely be called co-education.

Teachers in Conference.

The January *Progress of Education* (Poona) devotes fifty pages to the tenth All-India Educational Conference at Delhi. Among the chief speakers was Sir George Anderson, the Educational Commissioner—apparently the only Englishman. "There is to-day an urgent demand," he said, "for adapting our educational structure to new requirements, new conditions. Even convocation addresses take the form of caustic diatribes against the present system, and of eloquent and persuasive appeals for its reconstruction. If I have myself contributed to this spirit of pessimism, it is that I believe in frankness. Only by a realization of defects can they eventually be overcome." Finally, after reference to directions in which recent progress is undisputed (see above), he dealt with some of his plans for reconstruction. The details are too technical for inclusion here. Of the numerous resolutions we give the first verbatim: "This Conference recommends that there should be a Central Advisory Board of Education at the headquarters of the Government of India to co-ordinate educational activities in the various provinces and to serve as a bureau of information in all educational matters." A month later the Viceroy announced the Government's decision to carry out this recommendation by reviving the Advisory Board in its old form. Among other demands of the Conference were: adequate provision for the training of inspecting staffs; an all-India Institute of Research in Education and Psychology; the preparation of standardized tests for Indian students; the general adoption of modern Indian languages as the media of instruction; the diverting of secondary scholars at all stages to vocational and technical education, in order to minimize the rapidly growing evils of unemployment and wastage; and, the diverting to education of a much larger percentage than hitherto of the public revenue.

Admirers of Mahatma Gandhi will be interested in his latest educational utterance. On the occasion of the centenary celebrations of the Ahmedabad Municipality (the oldest in India), the following message was received from him: "I cherish the dream of seeing your town with its latrines as clean as libraries, its streets models of cleanliness, all its children going to school, having the lowest mortality rate, and no distinction of high and low, labour and capital, and having houses for labourers fit for the Municipal President to sleep in. The realization of this dream depends upon the citizens, and for that is required the spirit of service and sacrifice."

Education and Hindu-Muslim Unity.

As to education and Hindu-Muslim unity, the president of last year's Muslim Education Conference said: "Until the problem of Hindu-Muslim amity has been solved there can be no security for our educational and social progress. From the purely educational standpoint, the harm done by a bitterly communal outlook is so great as to poison the whole life of a community and prevent a proper scheme of education ever being framed." He suggested two educational solutions—"the provision of religious education

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by private persons and associations in schools common to all," and sustained effort toward "a common language for all Indian (preferably Urdu)." "English," he said, "however useful and educative, can never become the language of Indian culture, still less of the home among the masses." Also, at the All-India Educational Conference, a speaker on the same subject asked: "Now that we are facing the problem of extending national horizons beyond the limited sphere of national interest, and of creating an international spirit in the minds of growing children, is it not our first duty to see that the ideal of making India one nation should also form a part in our school and college curriculum?" To this end, he urged, "facilities should be provided in all schools for the study of civics and comparative religion."

The School Librarian

By A FORMER LIBRARIAN

A GOOD deal of attention has been devoted in the last two years to the subject of secondary school libraries. The Carnegie Trust has appointed a Committee to investigate and report on the subject; a comprehensive series of articles has appeared in this *Journal*, and at the last annual conference of the Library Association, papers dealing with various aspects of the subject have been read. And later, two addresses on school libraries were given to the English Association by the Librarian of Cheltenham Ladies College and the Director of Education for West Sussex.

All these activities are excellent and betoken a healthy interest in the subject. I am, however, puzzled by the comparative neglect of what I hold to be the chief factor in secondary school libraries—the librarian. Valuable and useful discussions have been initiated on most other aspects of the matter. Cataloguing and indexing, the choice of books, finance, equipment, liaison with the public library system—all of these have been dealt with, but the position of the school librarian himself has received comparatively little notice.

This omission is, I believe, not deliberate, neither does it signify a belittling of the work of the librarian. The plain fact is that school librarians themselves have not been vocal. Some of the articles written and addresses delivered on the subject have been the work of professional librarians who with the best intentions in the world, and sympathetic as their outlook is, cannot speak on the same subject with quite that practical knowledge that experience as a teacher-librarian alone can give. They are, by the very nature of their training and outlook, prone to consider the problems of school libraries as very much akin to those of public libraries, which in fact they are not. Then again, the educational expert who has sane and progressive views on a variety of subjects, cannot touch on this subject with full authority and insight unless he has actually been a school librarian—a teacher and librarian combined—who has to face those quite unique problems that face every conscientious and capable school librarian.

Even the Board of Education has spoken somewhat haltingly on this subject. Its *Memorandum on Secondary School Libraries* (1928) is an admirable example of a memorandum written "from the outside." It abounds with homely platitudes and good advice, but it skates gently and pleasantly away from some of the most difficult problems. The Board's attitude in fact has been sympathetic as a rule, but sometimes curiously weak. For example, at the height of the economy crisis in 1931–2 the Board issued a Circular (1428) on *Secondary School Staffing*, which advocates the extended use of private study periods and declares that some of these "might be taken in the school library." This is a pious wish not likely to be realized, and one which a capable school librarian will fight strenuously, realizing as he does that here again is the school library treated as the Cinderella of the school, and apparently recommended as a useful device for economizing on staffing.

It seems fitting therefore that consideration should now be given to the special position of the school librarian, the place he should occupy on the staff, his duties, and his qualifications. I should like to put forward some suggestions based on my experience as one who has built up a secondary school library. Although not now a member of the teaching profession, I have met some able and well qualified school librarians, and have had opportunities of seeing a number of good school libraries. My remarks will deal with the librarian of a school of average size, say, from 200 to 450 pupils.

It is assumed that the librarian should first of all have the minimum provision of a separate room set apart for a library. (So far as is known only about one in ten schools enjoy this minimum requirement.) He will be in charge of this room, and it ought no more to be used for odd classes or a sixth form than would the workshop or the chemistry laboratory. If he is not given a separate room for his library, or if that room is appropriated casually for class purposes, his work is crippled at the start.

Assuming that the library is housed in a separate room, the librarian will also require a small combined storeroom and workshop, for the purposes of cataloguing and indexing, repairs, rebinding and various small tasks required by normal library routine. He will probably allow his library prefects to use this room at discretion. Architects often seem to have overlooked the need for providing such a room near or next to the library. Unfortunately, the library-room even in some of our latest schools is faulty in some respect or other. I was in a new one recently, a room of excellent proportions and adequately furnished, but which was heated by low-pressure pipes that would, in time, ruin books in the bottom shelves; there were class-rooms to right and left, but no space anywhere near for a stock-room.

The librarian should clearly have sole charge of the library-room and the right to impose restrictions on its use (subject of course, to the headmaster's authority). He should decide the proportions in which the annual grant should be allocated (repairs, renewals, purchases) and he should have the major voice in the choice of books after ascertaining the recommendations of his colleagues. Moreover, he should have charge of all sectional or departmental libraries; thereby stock-taking can be done accurately and the full use of all books assured; at the same time, it would clearly be convenient in special cases, *e.g.* in a sectional library in the geography-room, that a few subject books should be issued through a specialist teacher.

The librarian's duties are manifold and complex. It is impossible to expect him to do them adequately unless he has a special allocation of free periods in his time-table. Take indexing and cataloguing, for example. These ought to be performed during school hours and preferably with the aid of pupils, who are thus automatically trained in library routine.

A good library will have not less than twelve hundred to two thousand volumes in fairly constant use. The stock-taking of such a library is a herculean task for a master whose time is almost completely absorbed by subject teaching. He is forced to leave it to term-end, when examinations and marking papers add to his troubles, or to the holidays when he ought to be right away from school. The right solution is to give him sufficient free periods to enable stock-taking to be facilitated by a careful and systematic organization for the issue and recall of books.

A fair average of free periods in a secondary school is four or five per teacher. I would suggest the grant of another

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four to the librarian in a school of two to four hundred pupils. In the larger schools, he ought to have one free period per day for library work in addition to the free periods customarily given for marking and preparation. Science specialists will probably object to this allowance as excessive in comparison with the periods allowed for preparation of laboratories, but their wrath will be assuaged when they recall that school librarians usually teach subjects such as English and history, and therefore have heavy marking of exercises.

If the library is well organized and capably administered a good deal of work is entailed (much of which, for example, issue of books, has to be done out of school hours.) This work is additional to normal duties, and when it is admirably done a strong case exists for the award of a special salary allowance. This might be given under Section 5 (*a*) or 5 (*c*) of the *Burnham Secondary Report* whereby allowances can be awarded for "services of special value to the school," 5 (*a*), or "work of special responsibility" 5 (*c*).

We come next to the question of a librarian's qualifications. Some fanciful suggestions have been made on this point, mainly by people without practical experience of school libraries. Some theorists have even urged that every school should have a full-time librarian. To those acquainted with the financial and administrative problems of secondary schools, this suggestion has only to be mentioned for its absurdity to be apparent. On the contrary, I hold that it is generally disadvantageous for a librarian not to be a member of the teaching staff. (This does not apply to very large schools, particularly those where boarders are in the majority. In these cases a full-time librarian will be required, but it would, I think, be an advantage if he could have even a limited access to class-teaching, for reasons to be explained presently.) A teaching librarian can thoroughly appreciate and encourage the quickening value of a good library. He will regard the library as a true cultural agency and not merely as an adjunct to the curriculum. Moreover through daily contact with the pupils in their form-rooms he will have a unique opportunity of arousing their interest in the library and of securing their assistance in its administration.

Nevertheless, it need scarcely be said that he must know the rudiments of good library practice if he is to perform his duties efficiently. Accordingly he must acquire certain minimum qualifications. In saying this, I realize that I am venturing into a disputed region where professional librarians lurk at every turn and the rival merits of Dewey, Library of Congress, Quinn-Brown, and other systems are warmly debated. It is understood too that certain members of the Library Association proclaim that their Association alone can provide this training and that school librarians should be encouraged to acquire its diplomas as evidence of their fitness to discharge the technical part of their duties. Two useful observations are necessary on this point. One is that secondary-school librarians are not as a rule uneducated persons. They usually possess university degrees which may be allowed as evidence of reasonable fitness to assimilate technical problems in a short space of time. Moreover, they are administering school libraries rarely exceeding four thousand volumes, as contrasted with the big public libraries, the technical problems of which are different. The Library Association has, of course, done invaluable work on the technical problems of cataloguing and indexing, but those are in my view the chief problems on which it can offer useful advice to school librarians, though its sympathetic attitude is warmly appreciated.

I do not think that the school librarian needs an intensive course of training. All he will require to know are the elements of a simple system of cataloguing and indexing, and he should have some acquaintance with methods of issue. He can pick these up from a small handbook and by observations during a visit to a well-organized school library. He will then probably find it necessary to devise systems of his own—*e.g.* a drastically simplified Dewey, and it will be all to his credit if he invents a routine of issue peculiarly adopted to the needs of his own school. Above all, he will examine the advantages of various devices for enlisting the aid of the pupils in administering the library. This point is most important and provides a further argument for the librarian being a member of the teaching staff. To enlist the aid of selected pupils in administering the library will not only widen its interest throughout the school, but will also in time ensure that in every district where there is a good secondary school there will be a nucleus of future citizens educated in library routine and able to give valuable support to the public library system.

A really good handbook for the guidance of school librarians is hard to find. Two most useful books are *School Libraries: Practical Hints on Management*, by E. S. Fegan, Heffer, 1928; and *A School and Club Librarians' Handbook*, by B. M. Peacock (Grafton, 1923); but I find that they have one disadvantage in that they are not written from the point of view of the teacher-librarian. It is to be hoped that the forthcoming report of the Carnegie Committee will be helpful in this respect. The Board of Education might also set up a vacation course in the subject. A course lasting one week would be ample, and the best value in such a course would be provided by visits to well-organized school libraries. With a useful handbook and possibly a vacation course in addition, the problem of training would be quickly settled.

I do not think that there is the least necessity for diplomas in school librarianship. Teachers and prospective teachers are already burdened with too many paper qualifications for another to be added to their number. There is not only the risk of a sense of proportion being lost when new qualifications are eagerly called for by their advocates, but the establishment of a multitude of diplomas in every type of subject tends to undermine freedom of experiment, genuine enthusiasm and that liberty of action which should be the most jealously guarded prerogative of teachers.

In the preceding paragraphs I have outlined the need of reasonably good equipment for a librarian—a separate room solely used for library purposes and with a small workroom as an adjunct. The need for allotting extra free periods and monetary allowances has been stressed and the technical qualifications required have been described. Moreover, the importance of enlisting pupils to assist in the administration of the library has also been stressed.

When all is said and done, however, the prime requirement of a successful school librarian is enthusiasm for his work. If he has this and has reasonably good equipment, technical problems will soon be solved (though, of course, they will be most successfully solved when he can draw on the experience of others.) But the most perfect library-room and the most generous financial provision alone will never make a good library. It is by the librarian alone that the library will stand or fall. It is to be deplored that so much has been written about school libraries that ignores this vital fact. It is still more to be deplored that enthusiastic and capable librarians have to struggle with inadequate equipment and indifference or hostility in higher circles. Those schools are to be congratulated that possess well-equipped libraries controlled by librarians who are keen on their work and alive to its immeasurable importance. One has only to visit a single school of this type to know how much depends on the school librarian and how he can, in favourable circumstances, vitalize the whole outlook of the pupils and enlarge their culture to a marked degree.

The Nineteenth Century and After for July contains an instructive article on "The Nationalization of Credit," by Sir Geoffrey Ellis, Bt., M.P.

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The Universal Quality in Horace

BY CHARLES RACE, M.A., Classical Master, The Grammar School, Wolverhampton

"I WAS for Ovid at fifteen and for Horace at thirty;" argal, Horace would seem to be no meat for babes. Yet Horace stated quite unmistakably that he sang "*virginibus puerisque*," and the presiding deities of the School Certificate must have believed him. At any rate they made me read a book called *Q. Horati Flacci Carminum Liber III* when I was in the fifth form—a little blue book with illustrations "from vase paintings." These illustrations frequently stood in need of the addition of bathing costumes, and bathing costumes they received from me. Yet on the whole the Horace period was a dull affair. I should have been quite willing to postpone it till I was thirty.

Well, I was unlucky. More Horace came my way before I left school, and in course of time, I discovered to my astonishment that I derived pleasure from exchanging the odd Horatian tag with some other boy who had had to do the same set books. Some schoolmaster in the "Loom of Youth" called Horace a "cad." I read this, and opened my eyes. Horace must have been a person then, if he were a cad. The author of *Carminum Liber III* began to assume reality. No one had ever spoken of Shakespeare as a cad in my hearing.

And then, in another set book, I came upon the priggish words of the unspeakable Childe Harold

> "Then farewell, Horace, whom I hated so—
> Not for thy faults but mine . . ."

and my eyes opened still wider. Byron I had begun to detest. Hence I argued that Horace must have been rather a decent sort. And so I grew rather to like the obese old chap, in spite of his ungentlemanly habit—perhaps that was why he was a cad—of using intricate constructions for metre sake. No one ever called on us to admire his "imagery" or to write essays on his "feeling for nature." We heard a good deal about the "sheer poetic beauty" of writers like Keats and Tennyson, and felt a little awkward in the presence of those who felt such raptures, but no one required us to lie about the sheer poetic beauty of Q. Horatius Flaccus.

And now they are going to celebrate his bimillenary. Horace, born on December 8, 65 B.C., is still read, is still going strong. He started well, of course: in his own lifetime, schoolboys were forced to read him just as I was; in the Middle Ages he pressed closely on the heels of Virgil the Magician and Ovid the Romancer in the race for popularity; in the Renaissance his polished style got him in front of Ovid, and some sixteenth century Wolfe confessed with a sigh that he would rather have been the author of the "*donec gratus eram tibi*" ode, than the King of Spain; Milton tried his hand at Horatian alcaics, and in the surprising lines about men who

> "Ransacked the centre, and with impious hands
> Rifled the bowels of their mother earth
> For treasure better hid,"

he is imitating a passage in my *Carminum Liber III* that Spenser had imitated, even more zestfully, in his *Faerie Queen* before him; in the eighteenth century a line of Horace

> "*nil conscire sibi, nulla pallescere culpa*,"

was quoted in Parliament, questioned, backed for a guinea, and immortalized twice over; Dr. Johnson asserted that a man might find every kind of thought in Horace, save religious, and held, moreover, that Horace defied translation; in the next century Gladstone tried his hand and must have convinced many that Johnson knew what he was talking about.

Horace's survival value is the easiness with which you can quote him, the multitude of those who will recognize him when you do quote him, and the feeling of respectability you derive from having quoted him. All Latin writers lend themselves to quotation, but Horace above all was an expert in the region of

> "What oft was thought, but ne'er so well exprest."

and therefore nine times out of ten we quote Horace.

If it is wit to use another's words in a sense that other never dreamed of for them, then Horace, like Falstaff, is continually the cause of wit in others. It was Horace who supplied the lines

> "*aeque pauperibus prodest, locupletibus aeque:*
> *aeque neclectum senibus puerisque nocebit.*"

for some wag—was it Charles James Fox, I wonder?—to inscribe as the motto for one of the offices in the unseemly Hell Fire Club. It was Horace who supplied the apt description of John Wilkes' exit from jail—

> "*numerisque fertur lege solutus*,"

though Horace had meant it to be the Pindarique Ode that was "borne on by Numbers, freed from Law." It was Horace who gave Mr. P. G. Wodehouse the opportunity to demonstrate his ability to construe Latin—

> *rabies*, his grouch; *armavit*, armed; *Archilochum*, Archilochus; *iambo*, with the iambic; *proprio*, his own invention.

But it may be thought that a poet does not deserve a bimillenary merely because he is easy to quote, or even because he is worth quoting. The poet who is to survive, must give pleasure to the reader—*decies repetita placebunt* can only be said of poems that please all ages alike and never go out of fashion.

Now pleasure at first sight would appear to be the last thing we get when we begin to read Horace or for that matter any other classical author. A poem like Virgil's *Sixth Aeneid*, Gray's *Elegy*, or any ode of Horace, seems lacking in certain qualities we expect, and find in writers like Keats, Wordsworth, Shakespeare: the direct expression of passion, the appealing longing of hidden emotion, the ringing call of swaying words. We feel that the aloof marbles of classicism, much praised by the respectable, are only whited sepulchres.

But whoever takes pleasure in any poetry, will be pleased by the romantics as soon as he has read his first ten lines of Keats or Shelley. The schoolboy will identify the lyrical soarings of these poets with his own adolescent growing pains, and he will be perfectly consistent with himself when he abominates the notes he has to take down on their poetic content, their imagery, and their imaginative faculty. These young readers of Keats are suffering from the pangs of unknown loves; they gloat in secret over their new experiences; they resent the adult sacrilege that presumes to make an inventory of the charms of the beloved. The attraction that the romantic poem has for them consists in its promise of an impossible fulfilment, and they are at an age to crave for the impossible. Later they will know, and then they will turn and rend the poets who told them of a world which does not exist. They will fall back on Horace and the classicists.

In his Leslie Stephen lecture, the late Sir Walter Raleigh said of Dr. Johnson that he preferred general statements because they lent "a smoothness and decency to passion." It is this smoothness and decency, so inevitable in Horace, that outrages the idealism of the young. They prefer Euripides' *Medea* to Sophocles' *Oedipus at Colonus*, and they prefer *Romeo and Juliet* to either. Not having known passion, they believe it to be noble, and wish it to be described; they exact the heaving bosom and the stifled sigh. They look for the very words that the heroine uttered; they insist that all shall be real and natural;

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they demand local colour and the individual touch. Universalism they mistrust as frigid and inhuman.

Their reaction comes when they have had more experience and lost some longing for it. The emotional monosyllables of the romantic heroine inspire them with embarrassment. They feel uncomfortable before a fashion of feeling that has somehow dated a little. They turn to Horace. Horace will give them general sentiments; their own imagination will fill in the individual application. Lines like

" caelum non animum mutant qui trans mare currunt."
" omnes eodem cogimur . . ."
" vitae summa brevis spem nos vetat incohare longam. . . ."

will become rich with meaning, like an old proverb that at last proves true. In Horace, passion has become kindliness. All is suavity and connoisseurship with him, all is *savoir-faire* and *savoir-vivre*. Elegant language and local colour supplied always through commonplaces, never through the fading medium of personal experience, assure the reader that he will meet nothing strange, nothing that he has not experienced in his own life; recollection will be awakened quietly and pleasurably. Turning over the pages of the Satires, or the maturer Epistles, he will feel with delight that Horace is speaking to him as man to man: the language of an adult mind will provoke him and satisfy him. He will admire the polished wit of the Epicurean

cuius octavum trepidavit aetas claudere lustrum

and tell himself that there are many worse things in life than mellow worldly wisdom in company with taste and dignity, and will no doubt see to it that his son is made to acquaint himself at school with the same delights. The son may object: if he is a sly fellow he will insinuate that Horace is all very comfortable and entertaining reading for the middle-aged, but sadly lacking in poetic fire and genuine inspiration. He will get for his answer, I hope, the incontrovertible retort that what you call poetry depends on what you call poetry.

Meanwhile, Horace has borne with due modesty the title of poet for two thousand years. His admirers may all have been sage and respectable folk who make a point of stressing their conversion from Ovid to Horace between the ages of fifteen and thirty; nevertheless, in an age when so many insignificancies are celebrated with transports of enthusiasm, I could wish that lovers of Horace would see their way to strain *aurea mediocritas* the barest trifle, and add the odd touch of decorous riot to their bimillenary jubilations. I feel Horace would be with me in this. *Dulce est desipere in loco.*

Personal Paragraphs

F. O. MANN, novelist, poet, and H.M. Divisional Inspector of Schools for S.E. Division, whose untimely death at 49 has been announced, was an author of remarkably varied works, embracing, for example, a scholarly edition of *The Works of Thomas Deloney*, three books of distinguished verse, some delicate medieval stories, and (under the pseudonym Nicholas Guildford) two school history readers, *The Pageant of Medieval England* (Bell) and *A Tapestry of Tales* (Blackwell). But most people will remember him for his rich human novels of South London life, the latest of which was *Young George*. The first one, *Albert Grope*, achieved a success remarkable for a comparatively unknown author, and was notable for the ingenuity with which Mr. Mann let its hero, in writing his life-story as a self-made business man, reveal all innocently his own character, timid but persevering, faithful though uninspired. Mr. Mann used to account for the comparatively smaller success of the sequel, *Grope Carries On*, by his belief that many who admired without reservation the innocent Grope of the first book were profoundly shocked at the moral irregularities into which the emotional disturbances of war-time subsequently betrayed him. Technically, the sequel was probably the better book; though Mr. Mann and most of his intimates thought *The Old Woman Talks* the best work he had done. He wrote prolifically in his spare time; a sequel to *Young George* was already finished, and he completed a novel—the autobiography of a servant girl—on his deathbed. It is known that he kept a day-to-day diary of his visit to Egypt a few years ago to report on education, and there is some possibility that this, too, may see the light of day—no doubt shorn of the mere caustic indiscretions which delighted the friends with whom he corresponded at that time.

* * *

THE Teaching Staff Sub-Committee of the L.C.C. Education Committee has made a very complimentary reference to the pending retirement of Mr. W. Jenkyn Thomas, Headmaster of Hackney Downs School since 1905. "During his term of office the number of pupils has risen from 300 to over 600. Throughout his thirty years of service, he has proved himself to be a headmaster of rare vigour and personality, and has devoted himself to the development of the school to its present high level of efficiency. Mr. Jenkyn Thomas is a member of the Standing Joint Committee on the Salaries of Teachers in Secondary Schools, and has served at various times on other educational bodies. He has also had the unique distinction of being re-elected for a successive year President of the Incorporated Association of Headmasters. We have placed on record our high appreciation of the very valuable services rendered by Mr. Jenkyn Thomas to secondary education in London." We add our appreciation and point out in addition that Mr. Jenkyn Thomas is not merely a member of the Standing Joint Committee, he is leader of the Teachers' Panel of that Committee and also Chairman of the Joint Committee of the four Secondary Associations.

* * *

ALTHOUGH Miss Ruth Hitchcock, an 18-year-old blind girl, failed to gain an open scholarship to Cambridge, she did so well in competition with the best sighted women of her year that both Girton and Newnham offered to accept her as a student. She has chosen Newnham, and will go into residence next October. It is her intention to study theology. Miss Hitchcock was blinded by illness at the age of 11 months. For the past twelve years she has been a pupil at Chorleywood College, which is run by the National Institute for the Blind and is the only public school in the world for girls with little or no sight. Her school career has been an outstanding success. At 14 she passed the piano examination of the Associated Board and the Royal Academy of Music, and at 16 gained her School Certificate with honours. She has written a large number of poems, a volume of which is to be published shortly.

* * *

MR. A. C. CAMERON, M.C., M.A., Secretary for Education, City of Oxford, has been appointed Secretary and Chief Executive Officer to the Central Council for School Broadcasting. The Council will in future have a staff of its own, independent of the Schools Department of the B.B.C. Mr. Cameron was one of the active workers on the Film Commission. He will take up his new duties in the autumn.

* * *

DR. F. A. HEDGCOCK, Inspector of Modern Languages, London County Council Education Committee, has been made Chevalier de la Legion d'Honneur by the French Government. Monsieur C. Billecocq, the French Consul-General, formally presented the Cross of the Order to Dr. Hedgcock in the Conference Hall, London County Council, on June 27 last.

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THE Governing Body of King William's College, Castletown, Isle of Man, has appointed Mr. S. E. Wilson, late Scholar of Trinity College, Cambridge, to the vacancy caused by the retirement of the Principal, the Rev. G. H. Harris. Mr. Wilson was educated at Christ's Hospital and Trinity College, Cambridge. He was a Wrangler in Part II of the Maths. Tripos in 1922, and was formerly Senior Mathematical Master at Blundell's School, Tiverton. He is at present Headmaster of the Burton-on-Trent Grammar School.

* * *

ON his retirement this term from the Headmastership of Charterhouse, Mr. Frank Fletcher is being presented with a bust of himself by Epstein. Mr. Fletcher has been at Charterhouse since 1911, prior to which he was Master of Marlborough College from 1903, and a master at Rugby for nine years (1894–1903). Educated at Rossall and Balliol, Mr. Fletcher graduated in the classical school and was Craven, Ireland, and Derby scholar. In addition to his notable work at Charterhouse, which has flourished so well during his régime, Mr. Fletcher has taken a prominent part in the activities of the Headmasters' Conference and the Head Masters' Association, being Chairman of the former body in 1934 and President of the latter in 1933.

* * *

MR. ROBERT BIRLEY, assistant master at Eton, has been appointed to the Headmastership of Charterhouse in succession to Mr. Fletcher. Mr. Birley was educated at Rugby and Balliol where he took First Class Honours in History. He has engaged in social service at Eton since his appointment there in 1926, and has lectured on several evenings a week to the local unemployed.

* * *

DR. W. BULKELEY EVANS, Secretary to the Headmasters' Conference, has retired after thirty years' tenure of office. He is to be succeeded by Mr. L. W. Taylor, Secretary of the Incorporated Association of Headmasters and formerly Headmaster of Darlington Grammar School who will in future act as Secretary to both Associations.

ONLOOKER.

Correspondence

MODERN POETRY

I am not in the habit of criticizing reviews of my Anthology, *Modern Poetry*, 1922–1934 (Macmillan), but when I find such a misstatement of fact as appears in the review in the issue of *The Journal of Education* for June 1, page 428, I must protest.

Your reviewer states that "no attempt has been made to group the poems according to theme or to arrange the writers in any order." From the first poem in the Anthology to the last, the position of every poem is determined by its *theme*. I have not divided the book into sections with headings (Poems of the War; Poems of the Countryside; Philosophy of Life; &c.), but the subject of one poem shades into the subject of the next. May I refer your reviewer to two standard anthologies —Palgrave's *Golden Treasury* and *Poems of To-Day?* In these also he will find the poems arranged according to gradation of theme.

Whatever faults reviewers have discerned in my Anthology, I have received nothing but appreciation of its arrangement, from, among others, *The Scotsman* and *The Bookman*, and the following periodicals:

"The arrangement is neither chronological nor alphabetical, but according to neighbourliness of subject, and it seems to be successful."—*John o' London's Weekly*, 18–8–34.

"The arrangement of the book is careful. The poems are grouped according to their themes, but the groups shade into each other at the edges like colours of the rainbow."—*Life and Letters*, September, 1934.

"Les poèmes y sont groupés par thèmes, non point suivant une classification stricte, mais selon une sorte d'affinité de sujets qui rend la lecture extrêmement agréable: souvenirs de lecture ou d'histoire, jeux de la lumière, du temps ou des saisons dans la campagne, voyages, exotisme, les animaux, la guerre, l'amour, la promenade, que sais-je encore?"—*Revue Anglo-Americaine*, December, 1934. M. WOLLMAN.

I must confess that the subtlety of arrangement according to theme escaped my notice at a first glance. There are, I think, parts of the book where this arrangement is not very obvious. I really had in mind that there was no strict classification into groups according to theme, such as is found in some of the modern anthologies that have found their way into schools.

My statement that "no attempt has been made to group the poems according to theme" is unfortunate and does not convey what I meant; I can only regret that I did not make my meaning clearer. At the same time I suggest that Mr. Wollman might, with advantage, follow Palgrave's example and add a paragraph or two to his introduction, dealing with his method of classification, even if he does not go to the length of dividing the book into sections with headings.

THE REVIEWER.

LAY INTEREST IN UNIVERSITY EDUCATION

I would ask your permission to make some comments on the "Note" replying to my letter in your July issue:

1. By the new Statutes as well as by the old all the members of the Senate elected by Convocation, with the single exception of the Chairman of Convocation, are ex-officio members of the Council for External Students charged with the administration of External activities. The interests of External Students are thus the statutory responsibility of this Council. This circumstance surely refutes the statement in the Note that "there is no real constitutional reason why Convocation representatives on the Senate should be specially concerned with the interests of external students."

2. Your contributor makes it a reproach to me that I should have used the expression "other persons," applied to members of Convocation. The category "other persons" meaning "not teachers of the University," is, as I explained, a University description, not of my invention, and beyond my power to alter.

3. The University of London Graduates' Association is accustomed to win elections precisely because it chooses candidates who are usually acceptable to the electorate. When experience has demonstrated that a candidate is not so acceptable the Association does not force his candidature for a second time upon the voters. That the Association has been successful in its choice of candidates is clear from the fact, as stated in my previous letter, that all the present representatives of Convocation upon the Senate have been nominees of the Association.

E. GRAHAM LITTLE.

In reply to Sir Ernest Graham-Little: (1) There may be historical reasons, but there is no real constitutional reason why the representatives of Convocation should be specially concerned with the interests of external students. Since 1900, the proportion of members of Convocation who are internal graduates has greatly increased. (2) The term "other persons" is applied to the independent experts, mostly external to the University, who are appointed members of Boards of Studies. It is in no sense applicable to graduates of the University. (3) Dr. G. T. Morgan, F.R.S., obtained 783 votes in the election of 1929, and failed to secure election by only fifty-three votes. The Graduates' Association does not appear to show a high standard of loyalty to those who have fought under its banner.

THE WRITER OF THE NOTE.

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"UNITY OF EDUCATIONAL ENDEAVOUR"

In the leading article which appeared in your July issue under the above title, you referred to the following phrase in my presidential address to the Association of Teachers in Technical Institutions: "The multiple bias school is no solution." You indicated that such a school could not be so lightly dismissed, and suggested that you would be glad to hear of any reasons which lay behind the view I expressed.

I am very happy to submit some of the reasons, but, before I do so, I would like to express my appreciation of the general tone of the leading article to which I have referred. For some years I have followed the pages of your excellent *Journal*, and I have seen ample evidence therein of your sympathy towards the problems of technical education and the efforts towards their solution which the A.T.T.I. has made. It is that knowledge which prompts me to reply to the query of the leading article. Whether you agree or do not agree, I know you will give consideration to the views of those concerned with technical education.

My reasons for regarding the multiple-bias school (assuming that a multiple-bias school is a secondary school with industrial and commercial "sides") may be set down briefly. They rest upon the fact that I feel confident the secondary school cannot replace the junior technical school. The latter has no tradition of examinations. How long would it remain so free under "secondary conditions"? The junior technical school has achieved its success because it carries the essentials of success. These are the provisions of (*a*) a "liberal education in its widest aspect"; (*b*) a specialist staff; and (*c*) the requisite environment. How many of those responsible for secondary education would be prepared to recruit a reasonable number of teachers from the ranks of industry? What is the opinion of the present heads of secondary schools as to the relative values of a teaching diploma and industrial experience? How many such heads would be appointed who possess (say) an A.M.I.Mech.E. qualification rather than an M.A. of one of the older universities. There is the further point of equipment. Would you suggest that, in some areas, the expense of equipping an up-to-date school be duplicated? If not, would it not be better to say at once that a sectionalized technical department in a corner of a school which may be compelled to cling to its own traditional culture is not a solution?

In your July issue, I observe, on page 475, some suggested proposals of the L.C.C., and I noted that the junior technical school was held up as a pattern to be emulated in a multiple-bias school.

The solution, I suggest, lies not in the transfer of an efficient type of school to a section of a larger (and different) one, but the transfer of appropriate pupils from secondary schools to technical institutions, where their talents may find fuller scope.

D. W. LLOYD, President, A.T.T.I.

THE MISSING LINE *

LE VERS LUISANT (QUI BRILLE PAR L'ABSENCE)

I think the problem is to find a line which will make the verse a coherent whole. For this reason, the line should not be the reader's answer to the question, but the poet's explanation of what he means by it and how it bears on the invitation.

The difficulty is *décor d'amour*.

As the subject is nature's invitation (through the poet as spokesman) to spend the holidays (cp. title) with her, *amour*, though taken in a general sense, must refer to nature's love (cp. *la nature qui t'aime*).

As for *décor*, the paysages of certain poets (*e.g.* Lamartine) have been called *états d'âme*. To make sense of the question, *décor* must mean this sort of paysage. The scenery varies with the varying moods of lovers. The "pathetic fallacy" (*la nature t'aime*), another characteristic of Lamartine, may have suggested the idea of nature manifesting herself as an *état d'âme*. *Rêver* suggests the same idea.

I think that the line of H. des Portes (No! let us visit as many scenes as possible) is the best, because it is the only one which is relevant both to the invitation and the question; but he does not show how.

Imagining the verse as the advertisement of a touring agency, I print the three lines with my fourth line:

Viens: la nature est là qui t'invite qui t'aime;
Viens rêver sur les flots ou sous les peupliers . . .
Mais le décor d'amour est-il jamais le même?
N'étant qu'un état d'âme apte aux transports—routiers.

The *état d'âme* of lovers is prone to the thrill of the road (a Frenchman would translate "conveyance by road") cp. elopements, pillion riding, head-on collisions (cause and effect), lovers' lanes, &c.

Or, *Non, c'est un état d'âme; elle en a des milliers.*

This makes it obvious that *amour* refers to nature's love, and the fact of nature having thousands of moods or aspects is perhaps an inducement to spending the holidays with her.

Or, *Un état d'âme, quoi! Ça change volontiers.*

Change (*tiré par les cheveux*) suggests a change of air.

The three dots after *peupliers* must indicate that the poet suddenly breaks off his enumeration of possible scenes of nature. I wonder if they really indicate the suppression of several lines of some well-known poem. Out of scores of available rhymes *escaliers* was thought of by two of the candidates and possibly by a third, P. Bourget (Holding a candle for the devil's game, suggests a meeting on the stairs). It looks as if they had found the word in omitted lines.

I have thought of two more lines which contain still more relevancies:

Non, la nature abonde en voeux hospitaliers.

Voeux suggests *amour* and also that her aspects are *états d'âme*. *Hospitaliers* refers to invite, or *La nature peut-elle aimer les casaniers?* But this does not explain *décor*.

"EX OR."

* In the June issue, page 384, we quoted some of the suggestions made in a missing line competition in *Le Figaro*. Readers were asked to supply a final line to the following verse:

Viens: la nature est là qui t'invite et qui t'aime;
Viens rêver sur les flots ou sous les peupliers . . .
Mais le décor d'amour est-il jamais le même?
. . . . . .

"Ex or," who has forwarded the above comment, is a regular competitor in Prize Competitions.

TRAINING FOR CITIZENSHIP

The Elementary Schools Committee of the Association for Education in Citizenship is anxious to collect information with regard to training for citizenship in central, senior, and elementary schools. Inquiries as to what is being done are constantly being addressed to the Association, and we are anxious to obtain as detailed a knowledge as possible of the many activities and experiments connected with training for citizenship which are being carried on.

We realize that "Training for Citizenship" is a vague term and can be variously interpreted. The association, after careful consideration, has for practical purposes defined it as follows: "Training in the moral qualities necessary for the citizens of a democracy, the encouragement of clear thinking in everyday affairs and the acquisition of knowledge of the modern world."

Many will agree that training in this sense must be carried out both indirectly through the whole life of the school including outside activities, and directly through courses in the curriculum on subjects such as history, geography, religious instruction, English, economics, public affairs, arithmetic, &c.

We should be most grateful to hear from those who are carrying out any form of training in citizenship in their schools—direct and/or indirect—as to the methods, subjects, and various forms of outside activities they are finding most valuable: we should welcome any information as to particular schemes of work, books used, and any other details. The publication of a selection from the schemes received (with the permission of their authors), is being considered.

EVA M. HUBBACK,
Honorary Secretary.
E. H. SPALDING,
Chairman of Elementary Schools Committee.

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Prize Competitions

The winner of the July Competition is " Chateau d'If," *proxime accessit* " Winton."

The winner of the June Competition was Mr. A. P. Whitaker, 20 Manor Grove, Tonbridge, Kent.

We classify the sixty-six versions received as follows :

Class I (*a*).—Chateau d'If, Chauve-souris, Magister, Winton, Borderer, Ex or, Damon, Landeville, Bavieca, J. E. M., H. S. W., Zlata Husa, F. L. G., Constance, G. E. M., Tula, Urbanus, V. N., Gaffer, Emjay.

(*b*).—Martin, Memus, R. E., Claus, Atossa, Fidelis, Carmen, Auburn, W. A., R. L., Clare Rule, Saa, Old Trident, Dorma, Taube, Salonique, Sinew, D. M. S. P., Sinister, Nomasi, Als ob, Cambria.

Class II.—Hibernia, J. J., Strix, Nautilus, Beowulf, Yves, Yendu, Dexter, L. B., Patricia, Itzehoe, St. Swithin, W. J. H.

Class III.—D. S. S., Onyx, M. N. O. P., Espérance, Desdichado, Pierre, E. H. S., Anonymous version containing the line *Fat lands they left us use*, August, Merrylegs, Anonymous version not even free verse.

POEM BY OCTAVE AUBERT

LES VIEUX

Lorsque les hommes vont aux champs,
Les vieux demeurent au village
Avec les femmes de grand âge
Et les enfants.

Ils pensent : " Nous sommes grands-pères,
En travaillant beaucoup jadis
Nous avons fait pour nos petits
Des champs prospères."

Maintenant, assis et tremblants,
Assoupis sur le seuil de pierre,
Ils penchent vers la bonne terre
Leurs cheveux blancs.

Le temps fait croître les arbustes.
Vous remplacerez vos parents,
Petits-fils, quand vous serez grands,
Grands et robustes.

TRANSLATED BY " CHATEAU D'IF "

When field work takes the young men all,
The old men in the village stay,
With the ag'd women, bent and grey,
And children small.

They think : " Our days of toil fulfill'd,
We grandfathers at home may keep,
For now our children richly reap
The fields we've till'd."

Trembling with age, these old folks now
Upon their doorsteps sit and nod,
And ever towards the kindly sod
Their white heads bow.

The sapling makes the tree 'ere long ;
So you, small grandsons, will replace
Your fathers, when you've grown apace,
Grown big and strong.

TRANSLATED BY " CHAUVE-SOURIS "

When the fields claim their lusty sons,
The old men in the village stay,
With wives more fragile still than they,
And little ones.

" Frailty," they muse, " to manhood yields,
Yet have we toiled till warped by age,
To leave our sons this heritage
Of fertile fields."

So, palsied now, they drowse—content
Henceforth by their stone porch to dwell,
To the kind earth they loved so well
Their white heads bent.

Time swells the sapling—thus, 'ere long,
You, too, shall take your fathers' place,
Grandchildren, grown a sturdy race,
Sturdy and strong.

TRANSLATED BY " MAGISTER "

The men afield their labour do,
While greybeards in the village bide,
The aged women by their side,
The children too.

" Old gaffers, we," they think, dream-filled,
" Whose heavy toil in days more kind
Has left a legacy behind
Of fields well-tilled."

Trembling and drowsing, seated low
On old stone-thresholds, free from toil,
They bend above the generous soil
Heads white as snow.

Small plants in time grow big. 'Ere long
You'll make your parents' place your own,
Grandchildren, when you're bigger grown,
Bigger and strong.

TRANSLATED BY " WINTON "

When to the fields the workers go,
The old men in the village stay ;
With the old wives and children they
Watch the hours flow.

They think : " Grandfathers now are we ;
But by our toil in days gone by
We've left our boys before we die
Fields rich and free."

Now, sitting still and trembling there,
On the stone threshold half asleep,
Toward the good earth their eyes they keep
And bend white hair.

Time speeds the growth of shrubs along.
You'll take your parents' places all,
Grandchildren, when in turn you're tall,
You're tall and strong.

TRANSLATED BY " BORDERER "

THE OLD MEN

When to the fields the men repair,
The old men in the village stay
With aged women, bent and grey,
And children fair.

The old men think : " Grandfathers we ;
But once we spent ourselves in toil
For our young broods, and tilled the soil
For fields to be."

Now, with their shaking heads droop down
T'wards that good earth—as seated, they
At doorways doze the time away,—
White locks, once brown.

But big in time grow bushes small.
You shall replace your elders you
Grandchildren dear, when grown, you, too,
Robust and tall.

TRANSLATED BY " EX OR "

When fields for virile workers call,
The old men in the village stay,
With women great in age as they
And children small.

They think : " Grandfathers now are we ;
Well did we till our fields of yore ;
Thus for our little ones the more
Profit will be."

Now, shivering on the doorstep bare,
They sit in a dull drowse and bend
Towards the earth as to a friend
Heads of white hair.

Trees small at first grow big at length.
Your parents' toil will be your own,
Sons of our sons, when you have grown
To manhood's strength.

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TRANSLATED BY "DAMON"

When in the fields men work all day
Old folk with tottering steps are seen,
And old wives, on the village green
Where children play.

The old men muse: "Grandfathers we;
Our children's children, through our toil.
In years gone by, will find the soil
Yields fruitfully."

Now drowsing, palsied, left behind,
In cottage doorways nodding slow,
They bend white heads, down drooping, low—
For earth is kind.

The saplings grow to trees in time,
Ay, and your fathers will give place
To you, full grown to sturdy grace,
Grown to your prime.

TRANSLATED BY "LANDEVILLE"

The men are at the fields all day;
But in the village, left behind
With children and their womankind,
The old men stay.

"We grandsires," muse the aged ones,
"In earlier years with heavy toil
Made of this land a fertile soil
For our young sons."

Now, each beside his cottage door,
Trembling with age, they sit and drowse,
And to the goodly earth each bows
His head so hoar.

The tender shrubs they grow apace,
And you, the little ones, 'ere long
Will take, when you are tall and strong,
Your fathers' place.

TRANSLATED BY "BAVIECA"

The men go forth to till the ground,
While in the hamlet yet abide,
Old men and women, side by side,
With children round.

"Grandfathers now, young men we were,
And through our toil in years gone by
We leave to our posterity
The fields full fair."

Upon the sunlit threshold's treat
Their tremulous forms are dozing now,
And to the goodly earth they bow
Each hoary head.

"Time makes the trees grow tall and strong,
And, grandsons, you will grow apace,
Be fit to take your parents' place,
And toil, ere long."

We should like to quote the whole of Class I (*a*), and we exhort our translators not to take their position anywhere in Class I too seriously. Versions in (*b*) are very good, but all seemed to us spoiled by some feature. Often it was a case of scansion, for example, when the fourth line of Verse 1 is given as *And the children* we are immediately aware that the writer makes the very English mistake of stressing the first syllable of *Enfants*. Other blemishes consist of dragging in extraneous ideas in order to provide rhymes or fill out another metre. Some of our best translators are guilty here, thus "Chauve-souris," a very musical poet, invents that the old wives are more fragile than the old men. "Urbanus" in a delightful poem, said *With shoulders bowed, for work unfit, Life's light has dimmed.* "Tula," also, knew perfectly well that *petits* would mean *sons* while *petit-fils* is *grandsons*, but to suit the scansion of her most pleasant version she makes no proper distinction between them. "V. N.," whose poetical translations we always pick up with a certain quickening of anticipation, spoiled the last verse by the horrid *when you have grown in grace*. We still place her in (*a*) because her other three verses are quite lovely.

Class II has some good translations in it, but their writers have contrived to give a banal flavour to some of their lines, and others have gone their own sweet way, either in metre or in making a quite simple and direct poem sound involved or flowery. "Atossa" strained after rhymes, *moil, toil; rank, blank*. "Hibernia" totally unnecessarily put her old people *in a chair*.

"R. E." and "Fidelis" tried to use *village* and *tillage* as rhymes, but that led them either to spoil the scansion or frankly to use another metre. Of the two we prefer "R. E's" which preserves the short fourth line. But we confess that both "R. E." and "Fidelis" did remarkably well what they had set out to do. "Salonique's" colloquial effort is well carried out, with the exception of making the old people *dulled with dearth*, which is not implied and unsuitable in the colloquial style. "R. L." wrote beautifully for three verses, and tailed away weakly at the end, *your father's room*. "Cambria" says *We have laboured to live*, which is not what they meant. And we do not like the rhyme *doze, close* (sharp *s*). "W. J. H." wrote nicely in a three-lined stanza. "D. S. S." read his own meaning into it, such as that the old men stayed behind to be on guard.

"Onyx" wrote patchily, parts were very good, metre, meaning, rhymes, but the first verse said *The children stand apart*, and *arbuste* is not necessarily *arbutus*. But we particularly liked

Towards the kind earth bending still
Their snow-white hair.

We did not like "Auburn's" old people going to *village haunts*, it made us think of places of refreshment. Nor did we care for several versions of *Le temps fait croître les arbustes* which were reminiscent of *Tall Oaks from little Epsoms grow*, thus *Time makes great bushes grow from small.*

"J. J." dragged in *For time and tide wait for none.* "D. M. S. P." could easily have been higher, so little more trouble would have got the rhyme scheme complete.

We thank our readers for nice letters and good holiday wishes, "R. E.," whose holiday is over before ours begins. "Borderer," who reminds us of Eichendorf's "Wünschelrute," in which occur the words:

Schläft ein Lied in allen Dingen
die da träumen fort und fort,
und die Welt hebt an zu singen
triffst du nur das Zauberwort.

"Borderer" says: "Taking *Zauberwort* here as the vital and significant word, this verse seems to apply admirably to translation and to writing generally. And also in a larger sense to the interpretation of life, expressing as it does a faith in Music at the heart of things, and cheering on the seeker." Thank you, "Borderer," an encouraging verse, with your interpretation of which we agree.

We wish we had space to print "Momus's" criticism of our criticism of the last French prose competition. We are not suppressing it merely because "Momus" does not agree with us. And there is much in his contentions, but about the prize award we repeat that a prize-winner is not necessarily perfect. That could only be maintained if some months the prize were withheld altogether. But a moderate writer may sometimes come out on top because he has in the aggregate lost less marks than a brilliant writer who is patchy in his work.

"Taube's" kind appreciation of our efforts is very pleasant.

"L. B." does not like French or German poetry, and his version seems surprisingly good after reading that confession in his letter.

Our classical colleague is delighted to see how much the Latin competition was appreciated, an appreciation gracefully expressed by "Chauve-souris," who even desires to have a poem set, but confesses that she would be rather afraid to compete, especially with "Old Trident." Many thanks to her, "Ajax," "F. H.," "Fidelis," "Winton," and "Chateau d'If" for their letters about the Tacitus passage, and to "Ex or," "Nemo," and "Comprador" for their notes. As regards the text, the one we followed, drawn up by a famous Tacitan scholar, is at least as good

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as, and probably better than the others. *Variae lectiones*, like naughty children, will never agree! No, "Comprador," *obruit* is not a misprint; *pace tua*, it makes much better sense than *abruet*. "Ex or" should note that we did not "recommend" Furneaux's "book," but merely followed his version of the text.

A Prize of Two Guineas is offered for the best translation of the following passage from "Mohammed" by Klabund. (Berlin: Paul Franke Verlag.)

Leicht, und nur aus Zärtlichkeit auf Maria gestützt, ging er in den glitzernden Abend.

"Erzähle mir, Mohammed," sprach Maria, "was sich ereignete, seit du uns im Ramadhan verlassen. Sofern es dich nicht schmerzt. Wenn es die Erinnerung belastet: wirf es von dir und auf mich. Ich will alle deine Lasten gern und heiter bis ans Ende aller Zeiten tragen. Peinigen dich aber meine Worte wie Mücken oder stechen sie wie giftige Kakteen: so lass uns schweigen und wie dunkle Palmen schweigsam im blauen Himmel stehn."

Mohammed haschte nach einem fliegenden Käfer.

"Jahrhunderte, so schien es mir, raste ich einsam durch die Welt. Der einzige Mensch. Kein Bruder und keine Schwester, keine Gattin und keine Geliebte waren mir zugetan. Ich nährte mich von den Früchten der Wildnis und stillte meinen Durst an den springenden Bächen. Einst hatte ich Hunger nach Fleisch. Ich schnitzte mir einen Bogen und eine Lanze und jagte einer Hindin nach. Ich richtete den Bogen, der Pfeil schwirrte von der Sehne—ich fiel in mich zusammen. Blut rann aus meiner Brust. Der Pfeil hatte mich selbst durchbohrt. Niemals mehr stellte ich einem Tiere nach. Gazelle und Löwe folgten freundlich meinen Schritten. Taube und Geier begrüssten mich schnäbelnd aus den Lüften. Bart und Haar sprossen lang aus Haupt und Brust und Beinen. Wild ward ich und alt und hatte keine Gedanken, kein Wissen und keine Vernunft. Da kam ich an den Berg Hira und erstieg ihn stöhnend. Und als ich den Gipfel erklommen hatte—ich stieg aber Monate und Jahre—, fiel ich in einen tiefen Schlaf. Dem enttauchte wie aus dunklen Fluten ein schöner Jüngling. Er hielt ein bescrhiebenes seidenes Tuch vor sein Gesicht. Nicht sah ich sein Gesicht, nur seine elfenbeinerne Gestalt. Und der Jüngling sprach: "Lies!" Ich aber lallte unwirsch kaum verständliche Laute—ich hatte in den Jahren und Jahrhunderten der Einsamkeit die Sprache vergessen und verloren."

Initials, or a nom de guerre, *must be adopted by* ALL *competitors, but the prize-winners, and the competitors awarded the second place, will be required to send real names for publication if necessary.*

No competitor will be awarded a prize more than ONCE *during a given year, though the name of the competitor gaining first place will be published each month.*

All entries for this month's competition, which must be accompanied by the coupon printed on page 521, *must reach the office by the first post on September* 1, 1935, *addressed* "PRIZE EDITOR," The Journal of Education, *Three Ludgate Broadway, London, E.C.* 4.

Prize Essay Competition

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The Editors offer the following prizes for the best essays written in English by boys or girls attending secondary schools in Great Britain or Ireland. For Senior Candidates 14 years of age and over, two prizes, a first and a second, in books to be chosen by the successful competitors to the value of £1 1s., and 15s. respectively; for Junior Candidates, under 14 years of age, two prizes, a first and a second, in books to the value of 15s. and 10s. respectively. Not more than three essays should be sent in from one department of a school (Junior and Senior), the selection at this stage being made by the form-masters or mistresses concerned. ESSAYS FOR THIS COMPETITION ARE DUE ON OCTOBER 5, 1935.

The Journal of Education

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By Mary E. Beggs, B.A., Goldsmiths' College.

An Eventful Quarter-Century, 1910-1935
By Emeritus Professor F. J. C. Hearnshaw.

The Social and Industrial Record
By C. H. Creasey, O.B.E., formerly H.M. Inspector of Schools.

The Development of Professional Associations of Teachers during the Last Twenty-five Years
By A. Gray Jones, M.A., B.Litt.

Then and Now
By T. Raymont, M.A., formerly Warden of Goldsmiths' College.

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The Schools and "Matriculation"

The proposal of the Northern Universities Joint Matriculation Board that the First School Certificate Examination shall no longer be used for the award of Matriculation Certificates seems to mark the beginning of a reform long demanded. When the School Certificate Examinations were established in 1914 the use of the First School Examination for the purpose of university entrance was not an essential feature of the scheme. The universities simply expressed themselves as willing to extend to the School Certificate Examinations approved by the Board of Education the recognition which they had already accorded to certain existing school examinations, but the establishment and existence of the present School Certificate Examinations are in no way dependent on their acceptance by the universities for Matriculation purposes.

What has happened since their foundation is that this extraneous function of the examinations has exercised an ever-increasing influence on the secondary schools, with the result that a large number of schools appear to have lost sight of the original aim and to gauge the success of their curriculum and teaching by the number of pupils who, at the age of about 16, succeed in satisfying the universities of their fitness to enter upon a university course. This in spite of the fact that not more than one in four of the pupils who "matriculate" actually proceed to a university.

The influence of Matriculation has become so burdensome that both teachers and administrators have repeatedly urged that it should be entirely separated from the First School Certificate Examination. Their plea received strong support from the Report of the Investigators appointed by the Secondary School Examinations Council in 1931 to carry out the third of the periodical inquiries into the working of the School

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Certificate Examinations. The Report appeared in October, 1932, and, after a close examination of the relations between School Certificate and Matriculation, the Investigators recommended that Matriculation Certificates should no longer be awarded on the School Certificate Examinations. Since that time the eight examining bodies have been giving careful consideration to the matter, and it is to the credit of the Northern Joint Board that it is the first examining body to formulate a scheme for putting the reform into effect.

It now proposes, and it has asked its constituent universities to approve the proposal to abolish the Matriculation Certificate, and to substitute a new set of regulations governing the entry of secondary school pupils to the universities. The new conditions require the possession of (1) any first School Certificate, provided that a foreign language has been taken at the ordinary standard, and (2) either any Higher School Certificate or alternatively a pass at one and the same time in four subsidiary subjects of the Higher School Certificate examination, chosen from two or three groups. The proposals, if adopted, cannot come into operation before the autumn of 1938, and it is possible to echo the wish expressed recently by the Parliamentary Secretary to the Board of Education that before that date other universities will adopt similar proposals.

The majority of teachers will no doubt give a hearty welcome to the scheme. It will enable the First School Certificate Examination to take the place in the secondary school machinery for which it was primarily intended, that is, to provide a suitable test of the ordinary work of a secondary school at the fifth form stage. It need no longer be hampered by conditions imposed for the purpose of satisfying requirements which have no necessary connexion with the First School Certificate Examination, but the satisfying of which has almost come to be regarded as its main object. This is partly due to the lack of appreciation by the public, and particularly by employers, of the proper function of School Certificate Examinations, but there can be no doubt that it is partly the fault of the schools themselves. With the disappearance of Matriculation Certificates will disappear the necessity, and indeed the opportunity, for pupils to repeat a year's work, sometimes twice, in order to turn a First School Certificate into a Matriculation Certificate, and employers will no longer be able to demand the latter as a condition of employment. It is only fair to say that there is evidence to show that during the last year or two employers have been much more reasonable in this respect and have begun to show a much better appreciation of the true value of examinations as a test of fitness for employment.

The new conditions will make it possible for pupils who have gained a First School Certificate to proceed at once to more advanced work. The provision that the second of the two conditions for university entrance may be satisfied by passing in four subsidiary subjects of the higher school examination is particularly valuable, as allowing pupils proceeding to an academic career considerable freedom of choice and enabling them to follow a course of study suited to their varying aptitudes. This should render them better qualified to take advantage of university teaching and help to remove the reproach of narrowness of outlook and over-specialization which is often levelled by university teachers against the products of the secondary school.

A further attempt to reduce this specialization is being made by the Northern Joint Board. It has been reviewing the conditions of its own Higher School Certificate Examination and has drawn up proposals for their revision. The existing regulations that a Certificate shall be awarded on three principal subjects or on two principal plus two subsidiary subjects are to be retained, but the syllabuses are to be revised with a view to making them more suitable for a qualifying examination for the ordinary candidate. An important departure is in the method of using the examination for the award of scholarships. Scholarship candidates are to be required to take an additional paper in each of two subjects only, these papers being allotted a higher maximum mark than that given to the principal papers.

The Northern Joint Board is to be congratulated on its attempt to remove the absurdity of certifying the fitness of pupils to enter upon a university course two or more years before they can be admitted to such a course and whether they have any intention of applying for admission or not. It is almost inconceivable that its example should not be followed by other examining bodies. Some difficulty may arise in the case of London University owing to the special position created by the dual nature of its work. It is jealous, and with reason, of its External side, and its external Matriculation Examination has performed a very valuable service in the development of higher education. Its continued existence does, however, present difficulties, but it is sincerely to be hoped that some method may be found of establishing uniformity among the examining bodies so far as the relations between school examinations and university entrance are concerned.

Occasional Notes

Carnegie Endowment for International Peace.

WE can all appreciate the work of the Carnegie Endowment for International Peace, and the Annual Report for 1934 of the Division of Intercourse and Education, by Nicholas Murray Butler, is worth attention as a record of what is being done in the United States, in Europe, in Latin America, and in the Orient towards realizing the high aims which the Carnegie Foundation is organized to advance. It is truly said that until the fact be grasped that international causes produce international effects and that international depression and disaster must look for and find international remedy, there can be nothing but merely temporary and partial escape from the grievous and disorderly conditions which are manifest in every part of the world's social, economic, and political organization. To mention only a few items in the report, we find that the movement to encourage in other countries the reading of the English language is steadily progressing; that great interest is taken in international mind alcove work, whereby a collection of books dealing with the daily life and customs of foreign peoples is placed in libraries in small communities; and international relations clubs for the impartial study of international problems have been formed, many of them in schools. The fundamental purpose of the Carnegie Endowment is one of education, whereby students, whether in the class-room or in public service, may have

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the outstanding facts of international life called to their serious attention. A most excellent object.

THE National Peace Congress held at Friends House, London, from June 28 to July 2, was of special interest to teachers, many of whom attended as representatives of their respective organizations. It is a truism that while there is an almost universal desire for peace, there is great diversity of opinion as to the best means of attaining it. Such gatherings as the National Peace Congress are of value inasmuch as they bring together an assemblage in which are represented all political parties, many religious sects, and many social movements, differing profoundly on many points, but united in the desire and the determination to put an end to war. We call to mind the opening words of the address given by the late Mr. S. A. W. Birks when he retired from the chairmanship of the I.A.A.M.: "War destroys—education builds." Those words crystallize the feelings of the profession as a whole towards war. It destroys all the ideals for which they are working, and retards the building up of a free and enlightened people. In these days, when certain countries appear to be glorifying war and bending their energies towards military training, it is more than ever necessary that we, who still boast ourselves an enlightened democracy, should repudiate these false gods and endeavour, not by violence or vain declamation, but by patient thought and well-considered action, to work for the removal of this curse from the world.

Education and Peace.

EVERY learned profession should be governed by a body of its own choice who should have the power of deciding the conditions of entry and the right of expelling the unworthy. The doctors have the General Medical Council, the barristers the Inns of Court, the solicitors the Law Society; dentists, accountants, and surveyors are all registered, and journalists hope to be soon. No one can be a stockbroker without conforming to certain conditions. But any one can still open a school without any qualifications for one of the most important duties, that of educating and moulding our future citizens. This has not escaped the notice of reformers, and since 1869 many bills have been brought before Parliament to make a register of teachers compulsory. One of the defects of democracy is that until a general demand arises for a reform, nothing happens. The majority of Englishmen are even now very lukewarm about the benefits of education; some regard school as a convenient place where their children are looked after for a portion of the day. In all the proposals, professional training and practical experience were looked upon as necessary requirements for registration. At last in 1902, the first registration council was set up; it proposed that elementary teachers should be registered separately from secondary teachers. This led to much opposition from the elementary teachers, and in 1907 it was ordered that a register should be formed of all teachers in one column.

The Registration of Teachers:

THE present Teachers Registration Council formed of fifty members, representative of all divisions of the profession, started work in 1907 and up to now nearly 100,000 names have been entered on the Register. Teachers pay a fee of £3 for registration but no further payment. At present they gain no advantage from registration; but the Council is struggling to secure that all headships should be reserved for registered teachers. This is only a first step. Every teacher should register, as until a larger majority have done so, Parliament will put off making registration a compulsory step to employment. The aim of the Society is to fix the minimum educational attainments and professional training of intending teachers, and to determine the amount of experience they must have before registration. It does not desire to become an examining body—a wise step, as we already have enough examinations. Until the Register is used to mark the qualified from the unqualified, it can afford no guidance to the public in the choice of teachers. The future is in the hands of the teachers themselves; if the public, and especially the Board of Education, see that the vast majority of teachers are in favour of registration, a Bill will soon be passed to forbid any but registered teachers from practising excepting, of course, those who have already been teaching for a certain specified time. If the teachers are lukewarm about it, they will remain what they are now, an unrecognized horde with no official status.

The Royal Society of Teachers.

WE note that, according to the *A.M.A.*, the Incorporated Association of Assistant Masters has appointed a special committee to consider and report on the best ways in which the work and influence of the Association can be extended, and the possibility of federation with other teachers' organizations. "The time is probably not far distant," says the writer of a leading article on the subject, "when the policy of 'secondary education for all,' which the Association has advocated for so long, is likely to be realized in one form or another. The recent report presented to the London County Council, with its advocacy of multiple bias secondary schools to which entry would be automatic without any special examination, is only one indication of the way in which things are moving." After mentioning the possibility of post-primary education becoming wide enough to include all types, the article goes on to point out that such questions cannot be separated from others involving relationship to kindred associations, and suggests that the time has come to make a further attempt towards federation. It is well, we think, that any association should endeavour, as reform proceeds, to secure that due attention should be paid to principles which it regards as essential. Careful thought and considered planning are necessary to this end. If, as seems likely, this foreshadows a genuine attempt to seek for the greatest common measure of co-operation, education as a whole will greatly benefit.

The I.A.A.M. Looks Forward.

WE hear that the Educational Research Council seems likely to become an accomplished fact. A great many educational organizations are interesting themselves in the preliminary work of exploring the ground and examining possibilities. Among these are the Art Teachers' Guild, the Associations of Headmistresses, Assistant Mistresses, and Assistant Masters, the National Association of Head Teachers, the Association of Preparatory Schools, the College of Preceptors, the Ling Association, the National Association of Schoolmasters,

The Educational Research Council.

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and the Association of Principals of Technical Institutions. There appears to be good ground for hope that many others, including local authorities, will help as the position becomes more clarified. The Royal Society of Teachers, which is finding office accommodation and staff for the time being, is taking a warm interest in the project, though it does not consider itself the appropriate body to form such a council. Quite possibly, however, it would be willing to publish results. We hope that the scheme will go forward successfully. Such an organization should prevent overlapping and waste, and provide for that joint expert research which most educationists agree is desirable. We wish the movement every success.

Married Women Teachers.

THE decision of the London County Council to revert to its former practice of employing married women teachers is not an unexpected one. In its recommendation to the Council, the General Purposes Committee said that representations had been made to it by many women's organizations to the effect that married women should be eligible for employment without restriction throughout the Council's service. The question was a complex one, and had been considered from the point of view of the public service and not the interests of any category. Its conclusion was that in two instances, those of the medical and teaching professions, material advantage to the public service would result if women were eligible to serve as officers of the Council. The duties of both doctor and teacher call for certain personal qualities which may be thought to be enriched by marriage. Moreover, the training of those entering these professions involves considerable expenditure of public money, the fruits of which are lost to the community if the career of every woman is terminated by marriage. Teachers in residential appointments will for the most part be excluded from the proposals. Although opinion among teachers is divided on this subject, we do not anticipate much opposition, though the argument will doubtless be advanced that teachers solely dependent on their own earnings may be displaced. On the other hand, the purely educational value of the change will be widely acknowledged.

Physical Training and Intelligence.

AN account of a very interesting experiment made about a year ago in a big secondary school in the north of England was given by Mr. Ramsbotham in a speech at Midhurst. It was decided, he said, to find out whether, if some of the periods devoted to academic work were dropped, and periods of physical training substituted, the mental alertness and intelligence of the boys would be improved or retarded. Two second-year forms, each of twenty-nine boys, were selected for the purpose, care having previously been taken in building them up to get them as far as possible equal in academic attainments. One form took the normal curriculum and did two periods weekly of physical training. The other took physical training daily for one period, and dropped one weekly period of French, Latin, mathematics, and English. The experiment lasted from September to March, after which time the boys in the physical training form showed an expected greater physical development in height, weight, and chest capacity. Now when the experiment began the average mental age of the physical training form was eleven months ahead of the ordinary boy, and that of the normal form was fifteen months ahead. But when the same test was taken six months later, the mental age of the normal form was seventeen and a half months ahead, while that of the physical training form was twenty-five months ahead. This result, while not conclusive, is sufficiently striking to warrant further experiments on similar lines, and is heartening to those who are advocating the claims of physical education.

The Extra Year.

THE School Age Council has been looking ahead, and considering the best way of using the extra school year when the school-leaving age is raised to 15. A conference attended by about 100 education experts, many of them representing local education authorities, was recently held at Lord Astor's house to discuss this question. Mr. P. E. Meadon, Director of Education for Lancashire, said that we could not consider the fifteenth year entirely by itself in isolation from what has taken place before. The planning for the courses of study must take into consideration the standard attained in previous education and the form of further education to which it should lead. His hope was that the pupil would go on to some form of part-time education, day or evening. The practical trend of courses already being tried in different parts of the country had been largely determined by the nature of local industries. Sir Percy Jackson stressed the importance of taking the long view, and wondered whether the Government was looking sufficiently ahead. He appealed for the cultivation of such a spirit of good living within the schools as would remove children from the influence of the "street corner." Miss Grier, principal of Lady Margaret Hall, Oxford, explained the importance of the extra year in the teaching of civics, saying that children did not develop a sense of responsibility till after the age of 14. Lord Tweedsmuir said that there were 100,000 more juveniles at work than a year ago—getting work at the expense of older people. Lady Astor said there was a better feeling about the raising of the age than ever before, and that if the Government wanted to, it could raise the age at once. Of course it could.

The School Journey.

WHETHER school journeys take the form of short rambles locally or of extended visits to distant places, the same ideals and principles underly their organization. Part of their unfailing attraction and value lies, however, in the flexibility in detail which is a necessary condition of their success. For this reason, the publication of itineraries and guide-books prepared for school journeys, as well as of accounts of actual experiences in school journeys, is a most helpful stimulus to teachers in general. We have received from Mr. G. K. Jones, Headmaster of the L.C.C. Senior Boys' School, St. Andrew's Street, Wandsworth Road, a copy of a school journey guide-book produced at that school in connexion with a visit now recently by a party from the school to Westward Ho! North Devon. Nothing could be more admirable for the purpose. It contains concise notes on outfit, the programme of activities contemplated, and short accounts, historical, topographical, architectural, geological, &c., of what is likely to be seen, including common objects of the seashore. The book is illustrated with excellent drawings, maps, and

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diagrams by members of the school staff; while the printing, duplicating, stencilling, lino-cutting, and book-binding was carried out by third year boys. All the work of preparing the book was done in the school. Every one concerned is to be warmly congratulated.

A COMMITTEE of the British Association for Commercial and Industrial Education has just presented a report of some considerable value. The Committee's terms of reference were: "To consider: How far post First School Certificate work would benefit pupils between the ages of 16 and 18 who wish to enter a commercial career, and, if not necessary for all sections of commerce, for which kinds of commercial work it is advisable. What should be the character of the work provided for these pupils?" The Committee collected evidence from business men and business organizations indicating their present and possible future educational needs. The report discusses the evidence received (151 replies were received from the most varied sources) and the means which should be employed for the satisfaction of the demands on schools which can properly be made by business. On the assumption that the age of entry of secondary school pupils into business (at present about 16–17) may be expected to increase, the Committee thought it advisable to plan a curriculum for the last year of school life (at 17 or 18) which urged attention to principles rather than details, and suggested that the curriculum at the post-certificate stage may be divided into four parts: the arts of expression (English, foreign languages, and drawing), arithmetic, the structure of modern business (history and geography) and the methods of business (study of markets, accounts, contracts and statistics). It is specially interesting to note that the demand that recruits to commerce shall hold a Matriculation Certificate is almost certainly less than the schools would have expected.

Post-Certificate Education for Commerce:

THE British Association for Commercial and Industrial Education has also published a report on the teaching of modern languages. By wide inquiry considerable divergence of opinion was found as to the qualifications required in languages for commerce and industry. It must be realized that the proportion of commercial clerks who need modern languages is quite small, and those who have a good groundwork of a language are easily able to acquire technical terms by evening work at institutes or at home. So the teaching of "commercial" French is quite unnecessary. Beginners rarely need a colloquial knowledge, as only experienced men transact a firm's foreign business. It is realized that insufficient attention is paid to German and far too little to Spanish with its eighty million speakers, whereas none at all is given to Portuguese with its fifty million. Travelling scholarships have commenced, the London County Council propose to give sixty annually. It is proposed that an alternative paper should be set at the School Certificate dealing chiefly with oral work. To examine orally the vast numbers of candidates would be very costly if more than five minutes were devoted to each candidate. The University of Bristol examines every certificate candidate both in dictation and conversation. Interchange of students is difficult to arrange, but often proves most effective. The suggestion was made that the universities might arrange honours courses in which contemporary institutions, and economic life, as well as the literature and language are studied.

Modern Languages in Commerce.

IN Wales the problem of "dual control" presents fewer difficulties than it does in England, where the percentage of non-provided elementary schools is much higher than it is in Wales. In the two largest Welsh Education Authorities, *viz.* Glamorganshire and Monmouthshire, there are very few such schools, and they are situated almost entirely in the rural parts of those counties. Nevertheless, the controversy about the position of these schools in the education system has always been carried on with greater zest in Wales than in England, and it will not have been forgotten that the "Revolt" against the Balfour Act of 1902 began in Wales. It is therefore of great interest to note the special attitude of Welsh Education Authorities towards the raising of the school leaving-age, and the position of voluntary schools when that is done. The industrial position in large parts of Wales makes the raising of the school leaving-age a primary necessity, and the Federation of Welsh Education Authorities recently made a comprehensive announcement recommending that there be no exemption from school attendance before the age of 15. Other recommendations are that building grants on the 1931 standard be restored, and that more generous grants for conveyance be provided. On the question of building grants, the recommendations are much firmer than are those one is accustomed to hear passed in England, as witness the following portion of a recommendation: "That as the dual system had proved costly, inequitable, and a hindrance to educational progress, no measure be acceptable which shall extend it." There is a definite recommendation against "Right of Entry," or any other arrangement by which denominational religious teaching may be given in any part of provided schools.

Wales and "Dual Control."

AT a recent meeting in Aberdeen of the Classical Association of Scotland, Dr. Edward, Director of Studies, Aberdeen Training Centre, suggested the abandoning of Latin prose in the final examination as a means of saving the teaching of classics. Latin and Greek, he said, were commonly called dead languages. The first essential in making these languages live was a living teacher—active, alert, energetic, with a sense of humour, an appreciation of the beautiful, and a power of rousing this in the pupils by infection, not by preaching. The finest scholar in the world would have little success with the majority of his pupils if he had not some of the power of the old orator—if he could not move, please, inform—in short, get his subject across. To-day, it appeared to him that the teaching of classics did not appeal sufficiently to the ear. It was far too exclusively directed to the eye. Hence, from the very beginning, they got that laborious teaching of composition by means of innumerable sentences from English into Latin, steadily advancing in difficulty until the final stage was reached of translating passages of modern English into Latin, passages far too difficult for the great majority of pupils in school to do well. Thus the teacher was over-burdened with interminable

The Classics in School.

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corrections, and in general lost his own verve and vivacity. The work lost all life and colour. Dr. Edward's suggestions will meet with a large measure of support from classical teachers in Scotland. The value of Latin prose composition has been greatly exaggerated. It is a legacy from an older day when Latin was a normal means of communication between scholars, but that day is long past, and time spent in Latin prose is now largely wasted.

Report of the Scottish Advisory Council.

DURING the last two years the Advisory Council has had under consideration the courses of training available for women teachers who are aiming at the General Certificate of the Scottish Education Department, and it has now submitted its report to the Education Department. Evidence was taken from the various bodies interested in the training of teachers, and the views of the Educational Institute were presented both by deputation and memorandum. In view of the policy which the Institute has consistently advocated, the report makes interesting reading. For years, the Educational Institute had argued for a graduate profession, and circumstances seemed to be steadily working in favour of this view. Year by year the number of non-graduates entering the profession has been going down, while the number of graduate entrants has steadily increased, but, unfortunately for the Institute's view, the report states that in the opinion of the Advisory Council a university degree is not essential so far as women teachers of pupils between the ages of 5 and 12 years are concerned. In place of a degree the report recommends a four years' course involving attendance at a training college throughout that period. In the case of suitable students following this course, there might also be an opportunity for attendance at not more than four university classes. For the training of women graduates the report recommends that the present course of one year and a term should be extended to two years. Amongst further recommendations of a general nature are the discontinuance of preliminary training and (a much needed reform) the dropping of the teaching mark.

French Colloquium in Glasgow.

A VERY successful colloquium for teachers of French was held in the Jordanhill Training College during the first half of July. Scottish teachers in large numbers attend the summer vacation courses in the Continental universities, but with the rate of exchange telling heavily against them, it is becoming difficult to keep up this very desirable practice. With a view to meeting this difficulty it was decided to hold a conference in this country, and to bring distinguished lecturers from abroad. The course was very happily inaugurated by a reception at the Training College. At the reception, Sir William M'Kecknie, Secretary to the Scottish Education Department, spoke of the interest the Department took in vacation courses of every type, and of the value of such courses in keeping the teachers fresh and up-to-date in their subjects. The colloquium was very well attended. The promoters were particularly fortunate in their choice of lecturers. Monsieur Ramon Fernandez and Monsieur Paul Fauconnet are recognized authorities on their subjects, and their lectures proved stimulating and helpful to the students. Discussion was a feature of the course. "The Standardization of Marking," "The Cinema as an Aid," "The Reading Approach to French," "Teaching French by Wireless," all figured on the programme. In connexion with the last of these, two demonstration broadcast lessons were arranged by the Broadcasting Corporation, one for a third-year class and one for older pupils. These evoked much interest, and led to considerable discussion.

Broadcasts to Scottish Schools: Some New Developments.

THE annual programme of broadcasts to Scottish schools discloses some new and interesting features. The Scottish Sub-Council has for some time been particularly interested in the problem of providing suitable broadcasts for the small rural school. With the help of a number of rural school teachers it has arranged a course on the Scottish countryside which should appeal to country children. The principal speakers will be Sir Robert Greig, late Secretary to the Department of Agriculture, and Dr. W. G. Ogg, Director of the Macaulay Institute for Soil Research. The broadcasts will deal with the agricultural and pastoral areas, the forests and seaboard of Scotland. The two-year course in biology which has just been concluded has been very successful. It has now been reconstructed in the light of experience and brought into line with current development in the teaching of biology in Scottish schools. Next year's course, which will be given by Prof. Peacock and Dr. Gary, is to be relayed to English schools also. The experimental course on speech training, broadcast in the spring and summer terms of this year, has proved extremely popular, and a full course will be included in next year's programme. This will be carried out by Miss M'Allister, who was responsible for the experimental course. There is now an increasing demand for broadcasts for the younger children, and this has necessitated the development of a new microphone technique. The main object is to give to the children an active share in the broadcast lessons. This is now being successfully accomplished, especially in the lessons in music and speech training, but even in lessons like the broadcast on English, opportunities are being found for active participation on the part of the children.

Academic Assistance.

THE full extent of the disaster of 1933 which overtook the university teachers in Germany, who were dismissed for racial or political reasons, is revealed in an article published in the *Universities Review*. Our own country can take pride in the share it has taken in relieving the resulting destitution and saving for the world the high abilities of these teachers. It is known that 1,002 university teachers have been dismissed. Scientific subjects are strongly represented, the largest groups being for medicine, 311, and chemistry, 169. The United States, Turkey, Palestine, and Great Britain head the list of countries offering asylum to the exiled scholars. "In providing temporary refuge and temporary financial help, Great Britain has played by far the biggest part." The Academic Assistance Council has administered nearly £30,000, but more money is required. The writer of the article answers various criticisms, and even admits that mistakes have been made frequently; but justifies the work of the Council as an answer to the challenge to "a deep university tradition."

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THE question of the proposed new curricula for medical degrees is too technical for discussion in these columns, except as to the preliminary studies with which many secondary schools are concerned. In a letter to *The Times*, Prof. Ruggles Gates has made a spirited protest against the proposed reduced requirements, especially in biology, representing, he suggests, "an incredible reduction in the present standard of medical training." Prof. Gates regards the preliminary training in biology, chemistry, and physics as providing a scientific basis for the subsequent more specialized training. He claims that the reduction in the number of biological types is pedagogically unsound. The great increase in the number of students preparing for the medical degrees of London University should indicate, he suggests, a raising rather than a lowering of standards "so as to ensure a type of medical practitioner of higher ability and attainments."

Medical Training.

ACCORDING to *The American Teacher*, fifteen States have passed laws requiring teachers to take an oath of allegiance or loyalty to state and national constitutions, and similar bills are pending in other States. The profession is greatly exercised in consequence, and strenuous opposition is being organized on the ground that teachers are being deprived of their rights to freedom of opinion and freedom of speech. It is said that had such a law been in force prior to the abolition of slavery, opposition to that institution, which was protected by the Constitution, would have been just cause for the disqualification of teachers. Such legislation creates an atmosphere of fear in which it is impossible to develop critical intelligence. It implies a system of espionage, and strikes at the foundation of democratic education. It is being opposed as a gratuitous insult to the profession, as subversive of academic freedom, and as giving a handle to reactionary administrators for penalizing teachers for their civic activities. To an observer on this side of the Atlantic it seems indeed strange that such things should be in what used to be regarded as the land of liberty. It should not be forgotten, however, that misguided persons have before now suggested that something similar should be done here, though so far their proposals have been ridiculed. But it is still true, both in this country and elsewhere, that the price of liberty is eternal vigilance.

"Loyalty" in America.

MR. H. RAMSBOTHAM, Parliamentary Secretary of the Board of Education, in laying the foundation stone of the South-East Essex Technical College at Barking, commented on the decay of apprenticeship in consequence of which the work of training the adolescent had been shifted from the employer to the State and the local education authority. He appealed to industrialists to encourage the further education of these young people. But the evidence available appears to suggest that many industrialists are willing to provide training within their works for these apprentices. Not much encouragement for this form of training has been forthcoming from the Board of Education and the local education authorities. We have not seen on the part of industrialists much "grumbling at the cost or at the inadequacy of the product"; indeed in view of the generous relief granted to industries from payment of local rates under recent legislation, grumbling would be ungracious. The moment is opportune for a development of the training of adolescents within the works largely at the expense of the firms.

Training of Apprentices.

ACCORDING to a report for the year 1934, recently issued, useful work continues to be done by the Headmasters' Employment Committee of the Incorporated Association of Head Masters of Public Secondary Schools. The Committee gives advice regarding posts for boys recommended to it by headmasters of some 250 schools, and the report shows that 1,688 boys were placed—a record number. Interesting points are that some employers, notably certain banks, are again engaging boys fairly readily, though a warning is given about the possible effects of further mechanization. The demand for boys during the early months of the year was well maintained, and, despite some slackening in the summer, the final gain over 1933 was 156. The improvement was fairly general, the main exceptions being engineering, oversea trading, tobacco, and stockbroking. There was a welcome increase in the number of scientific posts found, for there were seventy-five of these as against forty-five the previous year. The average age of boys placed is rising. In 1934, 403 boys of 18 and upward were found posts, or 24 per cent of the total placings. In 1927 the percentage was 15. For boys aged 17 there is also an increase, but a decrease for boys of 16, though the main demand in the City is still for boys of 16 and 17. More than two-thirds of the boys had gained at least a School Certificate or Matriculation. The work of the Committee is evidently very valuable, and it is done without charge to boys or employers.

Work for Secondary Schoolboys.

A PRACTICAL article on the important subject of School Dinners is published by *The Times Educational Supplement*, based largely on the opinions of the children themselves. Out of the mouths of babes and sucklings! The writer of the article, the headmistress of the school, set herself to study scientifically the grumblings of the children about the dinners served in the school—for several valid reasons, one being that "grumbling has a bad effect on the general bearing and manners of the girls." There were 250 girls and two dozen mistresses to be served at 8d. to 10d. per head. The "cut from the joint" is not favoured; dishes like potato pies, sausages, steak and kidney pies, cold ham and egg salad are preferred. Fresh fruit formed the most popular second course, but, contrary to tradition, milk puddings were enjoyed, especially with stewed fruit. The same dish is not served on the same day in each week "for it is much better for the appetite to be surprised."

School Dinners:

THE opinions collected from the girls themselves were "both amusing and practically useful." The commonest complaint, that the food was not served hot, was easily remedied. As already suggested, there was a decided preference for made-up dishes—also for baked potatoes and for gravy. The craving for ice-cream was satisfied without difficulty. When children realize that an effort is being made to meet their reasonable needs, their attitude changes quickly, and disgruntled criticism yields place to useful suggestions, or, at worst, to

Girls' Opinions.

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pointing out politely a defect to a prefect or to one of the mistresses present at the meal. As the writer of the article suggests, the time has gone by when plain and uninteresting foods were regarded as part of the discipline of a school. But, without much question, the feeding arrangements in many schools could be improved. Would not a peripatetic catering expert give useful advice to the heads of schools, most of whom are anxious to provide adequate meals?

Bloomsbury Site.

"I TELL you, sirs," said Henry VIII, addressing the University of Oxford, "that I judge no land in England better bestowed than that which is given to our universities, for by their maintenance our Realm shall be well governed when we are dead and rotten." Even so, the roads forming part of the Bloomsbury site of the University of London were given to the University by the Government only under conditions recited in the Act of 1928. In a letter addressed to the Clerk of the London County Council, Mr. T. Ll. Humberstone points out that the University proposes to destroy part of the King's highway surrounding Torrington Square without complying with the conditions of the Act, the intention being to build over part of the square without enclosing the whole square and converting it into private property, as provided by the Act. Every citizen has a duty to see that Acts of Parliament are obeyed. We hope, however, that some solution of the difficulty will be found without undue delay.

London House.

AN influential appeal has been issued for a building fund for London House, the hostel for students from the Dominions opened in London in 1931 in temporary premises. London is a natural magnet for Dominion students in medicine, economics, science, and engineering, and it is fitting that they should live under the pleasantest possible conditions. The late Mr. F. C. Goodenough raised £200,000 as the result of the original appeal to buy the site in Bloomsbury. Already fifty-seven students are living the collegiate life. Better accommodation is needed and £20,000 has been promised on condition that another £30,000 can be found. At one time, Cecil Rhodes coquetted with the idea of giving a generous benefaction to London. Other counsels prevailed; but the race of millionaires is not extinct. A specially designed collegiate building appears to be the *desideratum*. At least one such built for men students, University Hall in Gordon Square, exists, but it is no longer used for its original purpose.

Modern Languages and Universities.

MR. H. RAMSBOTHAM'S complaint that university-trained teachers of modern languages are ill equipped to teach the living language may have some basis. "He could not think that they had ever learnt them as such." Why, he asked, should so much time be devoted to medieval French? The official reply would probably be that a mere knowledge of a living language may not imply any education at all. A Cook's interpreter may have a colloquial knowledge of a language but be quite unfitted to teach the subject. The university study of any language should imply some knowledge of national history and culture. Judging from examination questions, much of the knowledge demanded, especially in English, may appear to be singularly uninspiring; but it is regarded as part of the mental discipline of the university course. Mr. Ramsbotham's test—whether the knowledge is "kept up"—would not be accepted in universities. Dr. Cloudesley Brereton, an acknowledged expert, endorses Mr. Ramsbotham's plea in a letter to *The Times Educational Supplement*.

Leverhulme Research Fellowships.

WE cannot have too many endowments for the promotion of research. The Leverhulme Fellowship Scheme was established in 1933 under the will of the first Lord Leverhulme, who died in 1925. He directed that part of his estate should be devoted to the provision of scholarships for "research and education." The scheme, which disposes of an income of £12,000 a year, is for the assistance of experienced workers and is administered by an advisory committee of which Dr. H. J. W. Hetherington, Vice-Chancellor of Liverpool University, is Chairman. This year twenty-one Fellowships and seven grants in aid of research have been awarded. The subjects cover a wide range. Some such as "The unwritten Law of Albania" and "The social anthropology of North-Eastern Malekula and other cultures" are anthropological. Art, science, and economics are also well represented, but education finds no place in the list. Surely many educational questions would benefit by impartial investigation. The question of the school age and of works schools and other forms of continuative education suggest themselves. More evidence should be available before decisions of great national importance are taken on these questions.

The Irish Free State.

DURING the past month, there have been many interesting educational events such as the annual public examinations for secondary or primary schools, the publication of the Department's Report for 1933–4, and several Congresses. There is little doubt that by far the most prominent matter for discussion in all these has been the Government's plans for the revival of Irish. The Department's Report is in many ways encouraging. The number of pupils, supply and quality of teachers and average attendance at schools all show improvement. For those who believe that Irish can be made the ordinary language of the pupils, it is by no means so comforting. It is true that nearly 9,000 children earned the bonus of £2 per annum paid to the parent of each child using Irish in the home, and it is interesting to note that County Donegal heads the list of those earning this bonus. Has the proximity of the "five counties" been the cause of this? Still, it is confessed that Irish is losing ground in the districts in which the language naturally survived until the general revival. It seems certain that the critics of the policy of teaching children through the use of a language, which is not their ordinary medium of thought, are growing in numbers. Prof. Tierney expressed the view of very large numbers of educated people at the Annual Congress of the Catholic Truth Society held at Kilkenny. The dangers of such a policy are obvious, but rarely has a man of Prof. Tierney's standing spoken so definitely. The present writer has just spent a fortnight in a remote district in the south, living mainly amongst the farmers. He has not yet heard one word of Irish spoken.

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Reviews

A PAGAN SAINT

Marcus Aurelius, a Saviour of Men, Sixteenth Emperor of Rome. By Dr. F. H. HAYWARD. (10s. 6d. net. Allen & Unwin.)

Dr. F. H. Hayward, famous as an educational expert and as an inspector of schools, is a man of marvellous versatility and energy. Late in life he seems to have turned from abstract pedagogy to concrete biography. But, as a matter of fact, no turning has taken place. Dr. Hayward, in writing of *The Unknown Cromwell* or the forgotten *Marcus Aurelius*, is still pursuing the one great educational aim of his career, which is, if possible, to discover

" If any golden harbour be for men
'Mid seas of death and sunless gulfs of doubt."

In other words, he seeks to discover in the lives of great men a source of inspiration and guidance separate and distinct from that provided by dogmatic religion. Hence he makes celebrations of heroes play a prominent part in the curricula that he advocates for schools.

In biography, therefore, he writes only of men whom he enthusiastically admires. His present book leaves no doubt as to his whole-hearted admiration for the great Stoic Emperor of Rome. He speaks of him as " a man who corresponds more closely to our conception of flawless and angelic virtue than almost any other in history," and he describes one of his writings as " the most beautiful thanksgiving in literature." The story which he tells of his career, based on authentic historical sources, goes far to justify his high claims. The man who ruled the Roman world from A.D. 161 to 180 was unquestionably one of the outstanding figures of universal history. Dr. Hayward well describes his many and varied activities—his administration of his vast dominions, his care for the welfare of his people, his efforts to raise the standards of morality, his struggle to defend the frontiers of civilization against insurgent barbarism. Three things Dr. Hayward has to explain away, and he does so with a great deal of skill. These things are, first, the good emperor's persecution of the Christians; secondly, his apparent condonation of the profligacies of his wife Faustina, and, thirdly, his failure to educate his son and successor, Commodus, in the way of virtue.

No doubt some readers will think that Dr. Hayward over-idealizes Marcus Aurelius; but none will deny that he has written a powerful and fascinating book about him.

TO-DAY AND TO-MORROW

The New America: the New World. By H. G. WELLS. (2s. 6d. net. The Cresset Press.)

Mr. H. G. Wells is, without doubt, the major prophet among the English-speaking peoples of the present day. His remarkable detachment from the passions of his own time; his uncanny insight into the errors of other people; his zeal to attain to a science of society; his rather impish genius for criticism—all these things in combination, make his predictions concerning the future of mankind uniquely interesting and important. It must be admitted that his prophecies do not provide cheerful reading. Mr. Wells is a Jeremiah foretelling woe. Nevertheless it is not inevitable woe. He thinks that the British Empire may have twenty years of grace, and America forty years, during which destruction may be averted, if only the right men arise, and the right policy is pursued. A race, he says, is in process between reconstruction and catastrophe, and at present catastrophe is leading.

The three great perils of the time, in his opinion, spring from, first, the fear of war; secondly, the spread of unemployment in the midst of overflowing plenty; thirdly, the chaos of the currencies which have been disorganized by reckless speculation. In the four lectures printed in the volume before us, delivered originally to American audiences, Mr. Wells discusses the problems raised by these perils and seeks to suggest solutions. The first lecture, entitled, " New Deals throughout the World," portrays the situation as Mr. Wells perceives it. The second lecture, " Raucous Voices and the Inexplicit Men," analyses the solutions offered by such vociferous amateurs as Senator Huey Long and Father Coughlin, and asks how it is that the experts let these people monopolize the public ear, and do not seriously attempt to expose and answer them. He severely blames the sane for remaining inexplicit. In the third lecture, " Release of Energy," he treats of the question of unemployment, and advocates as a practical expedient a vast and continuous expansion of public works. In the final lecture, " Readjusting the Mechanism," he sums up his conclusion, stressing the need of an international society, a planned economy, and a stabilized currency.

It is not every one who will accept Mr. Wells's diagnosis of the ills of humanity, or his proposed remedies. But there is no one who will not be stimulated to thought by his vigorous diatribes.

NAMES OF LONDON EXPLAINED

Why Piccadilly? The Story of the Names of London. By E. S. FAY. (7s. 6d. net. Methuen.)

Londoners are notoriously incurious about the sources of the names of the streets through which they walk. Many work in Essex Street without suspecting the reason of the name or that of the adjacent Devereux Court and Tweezer's Alley. Thousands pass daily by Bleeding Heart Yard, Hanging Sword Alley, and Poppin's Court and do not even know where they are, much less the reason why they are so named. And yet there have always been some, like Mr. John Burns, who collected books on London. Stow's *Survay*, the first of them all, appeared in 1598, a reprint in 1599, and a second edition, a hundred pages longer, in 1603. But few now read the old type with ease, and Mr. Fay supplies us in a small space with the information we ought to want. His survey extends from Sloane Street to the Tower, from the Thames to Clerkenwell Road; so we must wait for an enlarged edition before we know about Walham Green, Ponder's End, or the Welsh Harp.

And now *Why Piccadilly?* Mr. Fay, following Wheatley and Dasent, tells us that a certain baker sold ruffs called pickadills. Becoming rich, he built himself a house on what were then fields but now Great Windmill Street. It was christened by others Pickadilly Hall, and in course of time the name was given to the road to the south-west. Another name on which controversy has waxed warm is Soho. Mr. Fay helps us again by referring it to the cry urging on dogs to the chase, three hundred years ago, when fields stretched west of St. Giles's Church. And as the Duke of Monmouth had a house in Soho Square, he chose the name as his password at Sedgmoor. The author has sought diligently and skilfully, but he confesses he cannot tell the reason for Paper Buildings, the house in the Temple where he himself lives, nor of Sackville Street, Piccadilly, said to be the longest street in London without a turning out of it and the only one with no lamp-posts. He will have nought to do with Charing Cross being derived from *Chère reine*, the dear Queen of Edward I, whose cross used to stand where now is Charles I's statue. Many guides show foreigners and provincials the cross in the station yard as the original although it was designed by Barry when the station was built. The streets laid out on the old Buckingham House were called George Street, Villiers Street, Duke Street, Of Alley, and Buckingham Street; the profligate duke wished his name to endure in London. Mr. Fay says Of Alley is now called York Place, but the old tablet was there not long ago.

How many people know what a cursitor was? Or the origins of Adelphi, Alsatia, Amen Corner, Bolt-in-Tun

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Yard, Cockpit Steps, Foubert's Place, Godliman Street, Giltspur Street, St. Mary Axe, St. Andrew Undershaft, St. Catherine Cree, Petty France (there were two, one is now New Broad Street, the other in Westminster has recently regained its name), Whetstone Park, Leather Lane, which has nothing to do with leather, and countless others. Those who are curious must turn up the excellent index. Where is Broadway, E.C. 4, and how many Broadways are there in London? Luckily our author has not mentioned Pickering Place or the little old farmhouse in Mayfair, or no secrets would be left to us to show our country cousins when they visit us. Enough has been said to encourage every Londoner to add this book to his library.

THOUGHTS OF A SCHOOLMASTER

The Faith of a Schoolmaster. By E. SHARWOOD SMITH. (6s. net. Methuen.)

This is emphatically a book that every teacher should read. Not that every teacher will agree with all that Mr. Sharwood Smith has to tell him; in fact, some will be quite actively opposed to his theory and practice. But the more a teacher knows of what others have done, or would like to do, the more he is likely to perfect his own methods. For most teachers have learnt to teach by teaching; practice is here far more valuable than theory.

The main thesis of Mr. Sharwood Smith's book is the democratization of education, to render it freer and less rutty. He acknowledges that democracy falls far short of perfection, but he still considers that his reforms would vastly improve the education of a free people. To prove this he relates at length what he initiated at Whitchurch and consummated in his twenty-two years at Newbury, which from a starved little country grammar school of some fifty boys he improved to one of 300, gaining open scholarships at the universities. Although he criticizes many of the methods of the great public schools—and it may be admitted that not all boys fit into their system—yet he is not stingy in his praise for what they have done and are doing. He looked upon his school as a small society whose members might learn to set the interests of others on no lower level than their own. He does not hesitate to protest against the low salaries of assistant masters, which he thinks is one reason for much failure in school results, because it is only those with the missionary spirit or those who are compelled by poverty who ever stay in the profession. He might also have said the same about the assistant examiners when he is criticizing the defects of the examination system; when a man is paid a shilling for correcting a three-hour paper, what can one expect but scamped work?

Mr. Sharwood Smith is all for greater liberty. He would have the boys elect their own prefects, in some cases decide on punishments. His views on religious instruction are broad and make for sanity. He is against all rewards and most punishments. He believes strongly in the great writers of Greece and Rome, but not taught at the rate of ten sentences of prose and twenty lines of Virgil a week; he taught them through translations first so that a boy got the idea of the whole. But before the classics he places history as the chief school subject, and looks upon it as a defence against the baneful influence of the blatant Press, which he compares with the sophists of Athens. The school library was his great concern and joy, for to make his boys well-informed is even better than to make them scholars. His belief in getting up school plays is profound, he even thinks them a cure for sex-obsession. Even if this book is opened with mistrust, as it will be by many old hands, the easy style of the author and the reasonableness of his arguments will cause it to be read to the end.

Minor Notices and Books of the Month

ART, BIOGRAPHY, AND CLASSICS

A Method for Creative Design. By A. BEST-MAUGARD. New and Revised Edition. (6s. net. Allen & Unwin.)

Spacing and proportion, line, values, and colour, these are the elements of which a design is made. It matters little if the motifs used are "Cabbages or Kings." If this is never lost sight of, and Mr. Best-Maugard is the last person to forget it, then such a book as this is most valuable. It starts with seven simple motifs, and gradually leads through formal combinations of these to both vegetable and animal forms *and* kings; the latter in that fine piece of abstract design which has stood the test of five centuries: we refer to the common playing card. We can strongly recommend this entertaining and useful book to all those who wish to express themselves in the language of line and form, and to all who practise design for the crafts.

Art in Daily Life for Young and Old. By D. D. SAWER. (10s. 6d. net. Batsford.)

While "joy" is an excellent key-note for a book dealing with creative endeavour, we could wish that labour were a little more insisted on. Miss Sawer claims that "children can draw naturally with a bold free dash full of life and beauty which has often been the envy of the professional artist." Our own experience has been that the child can handle no implement or tool effectively until he has had much training; and further that spontaneity is not always a virtue. Colour training is referred to far too cursorily with no hint of the important advances which have recently been made in this subject. Many of the drawings and diagrams in the book are too hasty to be of use, such as some of the "figure sketches," the block letters in Fig. 76, and the inaccurate composition lines on Plate 52. On the other hand, the historic examples, as also the specimens of the work of some living artists and architects, are interesting and valuable. There is so much of incentive in Miss Sawer's books, so much of freshness and enthusiasm, that if more care were taken in their preparation we should be able less reservedly to recommend them to young teachers and students.

Dryad Leaflets. No. 90. *How to Weave on Foot Power Looms.* No. 91. *How to Weave on Two-Way Looms.* (6d. each. Leicester: The Dryad Press.)

Dryad Lettering Cards. Nos. 1 and 2. (1½d. per card. 1s. 3d. per dozen. Leicester: The Dryad Press.)

The Barking Writing Cards. By A. FAIRBANK. (1s. 6d. per set. Leicester: The Dryad Press.)

Methods of Teaching the Fine Arts. By W. S. RUSK. (11s. 6d. net. Chapel Hill: University of North Carolina Press. London: Oxford University Press.)

The Artist and his Public. By E. NEWTON. (7s. 6d. net. Allen & Unwin.)

A Pilgrimage of Ideas, or the Re-Education of Sherwood Eddy. By SHERWOOD EDDY. (10s. 6d. net. Allen & Unwin.)

This is an extremely interesting autobiography, written with frankness and sincerity, with neither conceit nor false modesty. The author has had an unusual life; reared in the Middle West when it was still the Wild West, "converted" at the age of 12, he came under the influence of the Student Volunteer Movement and went as a missionary to India. This country, for which he still has an ardent affection, he left after fifteen years for China, and when War broke out, worked in France with the Y.M.C.A. His war experiences changed him from a natural fighter to a pacifist and a keen internationalist. During the last fifteen years he has conducted parties of carefully selected American men and women through the chief countries of Europe, in the hope that on their return they would spread at home the knowledge of European problems which they had gained. The success of these annual "seminars" is due to Mr. Eddy's genius in persuading the leading statesmen, economists, and writers of Europe to meet his group in frank

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discussion. All this experience of many men in many lands has left the author a simple boyish unsophisticated American idealist.

Beyond the Sunset. By C. DOUIE. (7s. 6d. net. Murray.)

Mr. Charles Douie here gives us an account of his work and his recreations, since the War. He has found life full of interest, and his story abounds in anecdotes and comments (always thoughtful and sometimes provocative) on the events of the last few years. He describes himself as "the first who ever burst into the Board of Education by competitive examination." He writes of his official work there in the lighter vein. The Board's interest in the day continuation school, adult education, religious education, drama in adult education, public libraries, juvenile organizations, and other such problems certainly gives the reader the impression of something attempted. The book is written with humour, and with a true insight into human nature. This is seen in the record of Mr. Douie's experiments in introducing educational activities into prison life. Indeed, there is not a dull page from beginning to end.

Geraldine Jewsbury: Her Life and Errors. By SUSANNE HOWE. (12s. 6d. net. Allen & Unwin.)

Lucretius and his Influence. By G. D. HADZSITS. (5s. net. Harrap.)

This is the latest addition to the Publisher's well-known series "Our Debt to Greece and Rome," and Mr. Hadzsits interprets his task in a broad light. His subject is not only Lucretius but *Lucretius and his Age.* An idea of his treatment may be gathered from a consideration of his chapters. He begins with the life of Lucretius, of this we know little; then he begins at once to consider Epicurus and Epicureanism in Athens, and passes immediately to Lucretius and the Epicureans. His next chapter is on the *De Rerum Natura* and Rome of the first century, then he considers *Lucretius and the Atom, Lucretius and the Soul, Lucretius and Religion, Lucretius and Ethics, Lucretius and the Roman Empire, Lucretius and the Middle Ages, The Church and the Grammarians, Lucretius and the Renaissance,* then he passes to the seventeenth century, the eighteenth century, and finally ends with *Lucretius and the Present.*

A First Latin Course. By A. S. C. BARNARD. Part II. (2s. 6d. Bell.)

This is a book of a type upon the production of which our classical scholars would be much better engaged than upon the more hum-drum task of annotating school editions of classical writers. Mr. Barnard sets out the story of Aeneas, which runs throughout the book, then toward the end we come upon a play and at the end are Latin songs. The book follows the principle used in Part I, of setting out new grammar or syntax in small doses, with exercises constructed mainly to give practice in the new matter; while revision of former work is kept up continuously, and occasionally reinforced with revision exercises. After perusing the ordinary type of school book it is delightfully refreshing to come upon an author so alive to the vitality of his subject as Mr. Barnard shows himself to be. It is a book which will bring delight to its readers and one which we can thoroughly recommend.

First Latin Course. By M. F. PRATT. (4s. 6d. Harrap.)

Orbis Terrarum: a Senior Latin Reader. By E. H. GODDARD and R. L. CHAMBERS. (3s. Oliver & Boyd.)

Latin Stories for Reading or Telling, To Wit, Beasts, Fools and Wise Men, The Famous Dinner-Party of Trimalchio, Horace's Adventures on the Apulian Hills, with an Appendix of Greek and Latin Proverbs. By W. H. D. ROUSE. (2s. 6d. Oxford: Blackwell.)

ECONOMICS

The Growth and Distribution of Population. By Dr. S. VERE PEARSON. (12s. 6d. net. Allen & Unwin.)

In this handsome volume Dr. Pearson has set down an enormous number of facts on a variety of subjects that have a bearing, however remote, on the growth and distribution of population throughout the world. These subjects include geography, agriculture, land tenure, hygiene, town and country planning, housing, traffic problems, and emigration, besides those like vital statistics and birth control which are commonly associated with the study of population. But unfortunately, this vast accumulation of facts, the product of wide reading and many years of painstaking study, is insufficiently systematized, so that the book as a whole is inclined to be discursive and amorphous—it is difficult to see the wood for the trees. Students who are prepared to dig into it, however, will find a great deal that is interesting and illuminating. The author's attitude is summed up in the words, "The magic touchstone for establishing a just and beneficial distribution of population should be freedom."

Tradesman's Entrance. By J. BENN. (3s. 6d. net. Allan.)

Let no one be put off by the cryptic and rather forbidding title that the author—a son of Sir Ernest Benn—has chosen for this fascinating little book, of which, however, it is not easy to give a satisfactory brief description. Mr. Benn prepared himself for a business career at Cambridge and Princeton, and though his publisher says that "he gives from first hand experience his views on the value of a university education in trade," his book contains a great deal more than this. It is a racy and altogether delightful account of the author's experiences in business and his conclusions on many subjects—a book of table talk enlivened by anecdotes, and not in the least an "educational" book. We strongly recommend all teachers to read it, whether they are concerned with commercial subjects or not.

Can Land Settlement Solve Unemployment? By G. HERBERT. (3s. 6d. net. Allen & Unwin.)

The outstanding feature of this very competent little book is the severely scientific analysis that it makes of the problem described in its title. There is no loose guesswork about it, for every conclusion is based on precisely stated facts, which are naturally mainly statistical in form. The whole book is therefore a model of scientific method. The general conclusion reached is that land settlement, if certain conditions are fulfilled, can do a great deal towards diminishing unemployment. The book, which contains a foreword by Mr. Lloyd George, can be recommended to all serious students of the subject.

World Problems of To-day: Explained for Boys and Girls. By HEBE SPAULL. (2s. 6d. net. Student Christian Movement Press.)

A dozen problems in the realm of international politics and economics are here explained in the simplest manner and with very little comment that could be called controversial or tendentious. They include such problems as Nationalism, Minorities, Fascism and Communism, Race Prejudice, Disarmament, Over-population, and Distribution. No solutions are suggested except moral ones, and the author has accomplished a difficult task with success.

The Burden of Plenty? By the Hon. R. H. BRAND, H. DALTON, H. D. HENDERSON, J. A. HOBSON, G. HUTTON, A. R. ORAGE, Prof. L. ROBBINS, Sir ARTHUR SALTER, Mrs. BARBARA WOOTTON. Edited by G. HUTTON. (4s. 6d. net. Allen & Unwin.)

British Industries and their Organization. By Prof. G. C. ALLEN. Second Edition. (10s. 6d. net. Longmans.)

The Social Economy of the Himalayans: Based on a Survey in the Kumaon Himalayas. By Dr. S. D. PANT. (15s. net. Allen & Unwin.)

The Local Social-Survey in Great Britain. By A. F. WELLS. (6s. net. Allen & Unwin.)

The Citizen and His Money. By H. M. COOK. (2s. net. Arrowsmith.)

SAVING UP FOR BOOKS: NEW SCHEME FOR CHILDREN.—Children may shortly be able to choose their own books and buy them with their own money, if a scheme now under consideration by the National Book Council is put into operation. It is an adaptation of the Book Token scheme so popular among grown-ups. The proposal is to issue three-penny book stamps which children can stick on specially printed cards. When the cards are full they may be exchanged at a bookshop for a picture book or other children's book to the value of the stamps on the card.

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EDUCATION

The Child and His Pencil: Adventures in a Country School. By R. L. RUSSELL. (Cloth, 5s. Paper, 3s. 6d. Allen & Unwin.)

This refreshing little book describes how the teacher of a small country school in Ireland released the creative powers of his boys and girls by means of controlled and regulated self-expression. The results shown here in the verses written by the children and the drawings and woodcuts which they produced bear tribute to the methods used. The following quotation shows the author's educational aim: "What the child knows at school matters very little. What he learns to like, how he learns to feel, how he learns to face his difficulties and tackle his problems, are of much greater importance."

Geschichte der Pädagogik in Grundlinien. By Prof. J. GÖTTLER. Dritte, umgearbeitete Auflage. (Geheftet, 5.60 Mk. in Leinen, 6.80 Mk. Freiburg im Breisgau: Herder.)

Prof. Göttler's history of education, beginning with the pre-Christian era and coming down to the present day, is a useful synoptic survey of both theory and practice, and serves admirably its purpose. Readers who desire to study a particular period more intensively, for example, the present century down to the most recent developments, will find an ample and sure guide to the relevant sources.

Le Travail par Équipes a l'École. (4 francs suisses. Geneva: Bureau International d'Éducation.)

This volume contains a full, impartial, and well-arranged summary of replies to a *questionnaire* about the use of groups or teams in school work. One hundred and eighty-seven communications were received from twenty-seven countries. The information obtained ranges over the most important problems raised by the use of this method—aims, the formation of groups, leadership, the evolution of groups at different ages, the initiative of teachers and pupils, the subjects and pursuits for which it is suitable, the effects on difficult and exceptional children, the results, the attitude and function of the teacher. M. Piaget writes briefly on the psychology of the group, and Prof. Petersen and M. Cousinet report on the use of groups in their experimental schools.

Redirecting Education. Edited by Prof. R. G. TUGWELL and L. H. KEYSERLING. Vol. I.: *The United States.* Vol. II.: *Europe and Canada.* (15s. net each. New York: Columbia University Press. London: Oxford University Press.)

For some fifteen years, specialists in the social sciences at Columbia University have co-operated in giving a course on the problems of industrial civilization. From this co-operation has arisen the conviction that educational systems are too much bound to the past and too little concerned with the shaping of the future. Believing that the teaching of the social sciences should be instrumental, experimental, forward-looking, the writers in the first volume under review suggest that the social objectives of the American College should attach less weight to traditional theories and to descriptions of things as they are, and pay more attention to the problems of a changing world. A new attitude of mind, recognizing that education is not only a function of society, but that society is reciprocally a function of education, would transform the teaching of economics, history, and political science. The second volume is a critical study of the social objectives implicit or explicit in the educational systems of Germany, France, Russia, England, Italy, Denmark, and Canada. Here the treatment is on a broader basis than that of the first volume, which is confined to the American College with the exception of an illuminating general discussion of social objectives written by one of the editors.

Adult Interests. By E. L. THORNDIKE and others. (14s. net. New York: Macmillan.)

Ten Years of Adult Education: a Report on a Decade of Progress in the American Movement. By M. A. CARTWRIGHT. (8s. 6d. net. New York: Macmillan.)

These two books, American in their origin and outlook, will find many eager readers in Britain also, for adult education, which had taken firm root in this country long before the economic troubles of recent years, is now seen more clearly than ever to be a movement of high national importance. In America, the idea that childhood and adolescence are the time for learning, and that effective learning practically ceases thereafter, had already been suspect, but was blown sky-high by the researches of Prof. Thorndike and his associates, as recorded in his former book *Adult Learning.* But now, granted that learning may in some respects be more effective than ever in adult life, what about the adult's desire to learn? What about the many competing interests of adult life? This is the theme of the new set of studies bearing the title *Adult Interests.* Wise adult educators in this country have found that, since all adult education is necessarily voluntary, it is useless to offer what we think the adult ought to be interested in. We have to find out what he is interested in and proceed accordingly. This book will help British teachers to compare notes with workers in the same field in America.

The volume entitled *Ten Years of Adult Education,* gives a most interesting survey of a decade of progress in American adult education. Mr. Cartwright's eminent fitness for the task of writing it, is emphasized in a foreword by Miss Dorothy Canfield Fisher, whose pointed inquiry *Why Stop Learning?* attracted much attention at the time of its appearance. The very fact that the adult education movement in America presents certain marked contrasts with the same movement in Britain, makes this book all the more worth reading.

Activities in the Public School. By MARGARET GUSTIN and MARGARET L. HAYES. (9s. net. Capel Hill: University of North Carolina Press. London: Oxford University Press.)

A useful book for teachers who are experimenting with the processes which are variously known as projects, activities, centres of interest, or units of work. Previous descriptions of this type have usually come from experimental schools with exceptional resources behind them; it is therefore valuable to have a record of work from a number of rural and small-town schools where the equipment and staffing was on the whole below the average.

Fundamentals in Teaching Home Economics. By I. SPAFFORD. (13s. 6d. net. New York: Wiley. London: Chapman & Hall.)

Publications du Bureau International d'Éducation, No. 41. *Les Conseils de l'Instruction Publique: d'Après les Données Fournies par les Ministères de l'Instruction Publique.* (3 francs suisses. Geneva: Bureau International d'Éducation.)

THE ASSOCIATED BOARD OF THE ROYAL SCHOOLS OF MUSIC, LONDON.—The forty-sixth annual meeting was held on July 16. The report submitted to the meeting showed that the Board had dealt during the year with 65,580 entries for its examinations in music and in elocution throughout the British Isles and the Empire overseas. Exhibitions providing free tuition at the Royal Academy of Music or the Royal College of Music were granted to fifty-nine students in pianoforte, violin, and other subjects from all parts of the Empire, seventeen having been newly elected during the year. Twenty-nine gold medals and twenty-three silver medals have been awarded by the Board to outstanding candidates. The Chairman, in moving the adoption of the report, referred to the death during the year of Sir Alexander C. Mackenzie, one of the original promoters of the Board at its foundation.

* * *

A TEACHING PRIZE OF £100.—The head of an English school, who desires to remain anonymous, has offered a prize of £100 for the best "lesson" in the form of an essay or statement of from 1,500 or 2,000 words, suitable for use in schools or with young people, explaining the guiding principles enunciated in Sir Norman Angell's three books, *The Great Illusion, The Unseen Assassins, Preface to Peace.* Those not formally engaged in the teaching profession may compete, but teachers, students in training colleges or in theological colleges, all those indeed whose work is concerned with teaching, exposition and explanation, will be especially interested. The essay should not be primarily either laudatory or critical, but explanatory. The donor is arranging for a cheap edition of the most expensive of the three books to be available to competitors. All particulars of the competition can be obtained from the publishers, Messrs. Heinemann, or Messrs. Hamish Hamilton, or from Lecture Management, Ltd., 102–105 Shoe Lane, London, E.C. 4.

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ENGLISH, POETRY, AND DRAMA

Land of Women : The Tale of a Lost Nation. By KATHARINA VON DOMBROWSKI. (7s. 6d. net. Putman.)

This long and powerful novel, largely based on historical fact, relates the tragic story of the Guarani people, the native inhabitants of Paraguay, between the years 1850 and 1870. During this period, as a result of the devastating war waged by Paraguay on the neighbouring Republics of Brazil, Argentina, and Uruguay, and also of the insensate slaughter of his own citizens by the Dictator-President, Francisco Lopez, the male population was reduced to a mere ten per cent of the whole. This, together with the fact that Paraguay even before the war was largely a matriarchy, gives the title to the book. Although Lopez and his Irish-French mistress, Eliza Lynch, are the central characters, and their exploits the main theme, the chief merit of the book lies in the true picture we are given of the life of the common people, particularly of the Guarani women. They alone show independence of spirit and greatness of character, and it is they who finally turn against Eliza Lynch, the ruthless courtesan, who shares with Lopez the responsibility for the savage cruelty to which the whole nation is subjected. The story does not make pleasant reading. The mind is almost numbed by the descriptions of brutality and torture related in passionless language. Despite this, however, it is of absorbing interest, and is undoubtedly the work of one who knows her subject thoroughly. Its appearance may perhaps induce readers to take a greater interest in this South American Republic, which has until quite recently again been at war.

Follow My Leader : Commentaries from "The Times." (2s. 6d. Arnold.)

This is a school edition of a delightful collection of essays first published in book form last October. It is the third of the series. *Modern Essays* appeared in 1921, and *Third Leaders from "The Times"* in 1928. Senior students will here see modern journalism at its best.

This English. By Sir RICHARD PAGET. (4s. 6d. net. Kegan Paul.)

Sir Richard Paget's studies on the origin of language and the evolution of speech are interesting and sometimes provocative. He is anxious to prevent any further deterioration in English, "probably the best language that man has yet evolved." Many will sympathize with his complaint that too much is left to chance in acquiring new words and in changing pronunciations and idioms. "It would be far more rational to rationalize our language than our industries."

The Thorndike Library. 1. *A Wonder Book.* By NATHANIEL HAWTHORN. 2. *Pinocchio.* By C. COLLODI. 3. *Andersen's Fairy Tales.* By HANS CHRISTIAN ANDERSEN. 4. *Black Beauty.* By ANNA SEWELL. 5. *Heidi.* By JOHANNA SPYRI. 6. *The Little Lame Prince,* by Miss MULOCK, and *The Water Babies,* by CHARLES KINGSLEY. Edited to fit the Interests and Abilities of Young Readers by E. L. THORNDIKE. (3s. 6d. each. New York and London : Appleton-Century Co.)

This series of children's classics, well adapted to fit the interests and abilities of young readers, has everything to recommend it—solid, durable binding; homely (in the English sense) but quite pleasing covers, of a kind to appeal to a thrifty buyer; clear type; and, furthermore, excellent illustrations enhancing the attraction of the volumes. Each is illustrated by a different artist, thus ensuring diversity of style to suit the letterpress. The most striking are those which give point to the escapades of the naughty puppet, Pinocchio, who is not so well known as he deserves to be in English nurseries, and the picture of that pair of miscreants, the cat and the fox, on page 51, is unforgettably droll. The curious, broken outline pictures in *A Wonder Book* are both novel and effective. Those of the Andersen Tales and of the charming Swiss story of the girl Heidi, which also deserves wider publicity here, are in perfect keeping with their respective settings.

The Children's Classics. Intermediate I (Ages 8–10). *The Adventures of Pinocchio.* Abridged and Illustrated. (Paper, 4d. Cloth-lined, 5d. Macmillan.)

Preparatory English Grammar : Adapted from Nesfield's "Outline of English Grammar." By A. SAMPSON. (2s. Macmillan.)

The Return of the Native. By THOMAS HARDY. Edited by C. ALDRED. (2s. 6d. Macmillan.)

Story Time Books. No. 16. *Dandy Don; Tommy Pudding and Pie.* By E. E. ELSWORTH. No. 41. *Old Nature Tales.* By JEAN MACLEAN. (5d. each. Nelson.)

Aids and Hints in English. By V. H. COLLINS. (1s. Oxford University Press.)

Stories from King Arthur. (Cloth Boards, 1s. 4d. Limp Cloth, 1s. 2d. Oxford University Press.)

A Dictionary of Modern American Usage. By H. W. HORWILL. (7s. 6d. net. Clarendon Press.)

The Red Friendly Book : Stories from Africa. By MURIEL R. WRAY. (1s. Edinburgh House Press.)

A History of the English Language. By Prof. A. C. BAUGH. (12s. 6d. net. New York and London : Appleton-Century Co.)

A Description of English Grammar for Foreign Students. By G. KOSTITCH and ISABEL GARRIDO. (3s. Paper 2s. Cambridge : Heffer.)

The Westminster Reading Scheme. By DORIS CUTHBERTSON. 36 Illustrated Sentence Cards. (6s. 6d.) 36 Matching Cards (1s. 3d.) 36 Word Strips. (2s.) 36 Reading, Drawing, and Writing Cards. (1s. 6d.) 36 Reading, Handywork, and Composition Cards. (1s. 6d.) First Primer. *Polly's Tea Party.* Second Primer. *Holidays.* (Paper covers. 6d. each. Limp Cloth, 8d. each.) *Reader. In the Garden.* (Paper covers, 8d. Limp Cloth, 10d.) *Teacher's Handbook.* (1s. 3d. University of London Press.)

Practice Handbook in English : a Drillbook and Review in the Essentials of Writing and Speaking. By E. S. JONES. (5s. net. New York and London : Appleton-Century Co.)

William Shakespeare : a Handbook. By Prof. T. M. PARROTT. (6s. net. Oxford University Press.)

English Folk-Song and Dance. By I. A. WILLIAMS. (3s. 6d. net. Longmans.)

The Children's Classics. Primary (Ages 5–7). *The Snow Queen.* By HANS ANDERSEN. Selected by E. M. PHILLIPS. (Paper. 2½d. Cloth lined, 3½d. Macmillan.)

Junior Graduated Exercises in English. By L. OLIPHANT. (1s. Oxford University Press.)

How to Read Rapidly and Well : a Manual of Silent Reading. By C. G. WRENN and LUELLA COLE. (1s. 6d. net. U.S.A. : Stanford University Press. London : Oxford University Press.)

What's in the News? By W. G. HOLLOWELL. (9d. Dent.)

The Poet's Tongue. An Anthology chosen by W. H. AUDEN and J. GARRETT. (Part 1, 2s. Part 2, 2s. 4d. Bell.)

The compilers of these anthologies have based their choice on the definition that poetry is "memorable speech," and that everything that we remember, no matter how trivial, is fit subject for poetry. They have sought to overcome the prejudice that poetry is uplift, and to show that poetry can appeal to every level of consciousness. These anthologies, therefore, cover a very wide field and include poems for every mood. The poems are arranged in an alphabetical, anonymous order, but there are useful indexes which give the names of the authors, and themes that will provide a useful basis for classification.

The Dragon Book of Verse. Compiled by W. A. C. WILKINSON and N. H. WILKINSON. (Book I, 1s. 6d. Book II, 2s. 6d. Complete, 4s. Clarendon Press.)

These two anthologies are attractively produced, and the authors have aimed at collecting poems that will make some appeal to young readers. Lyric and narrative poetry are both represented : extracts from some of the longer narrative poems are included. Book I is intended for younger readers. Book II, for older students, contains three parts. It opens with 220 pages of lyric and narrative verse arranged chronologically from Chaucer to the present day. Part II, the next 50 pages, contains a selection of more difficult poems, including passages from *Paradise Lost,* and Marlowe's *Faustus.* Part III is a short section of "light verse."

Narrative Poems for Schools. Compiled by G. JONES and E. M. SILVANUS. (Volumes I and II, 1s. 6d. each. Volume III, 2s. Rivingtons.)

Lower and middle school forms rarely fail to appreciate narrative poetry, and this collection of sixty poems will be greeted with acclamation by many teachers.

Modern One-Act Plays. Edited by P. WAYNE. (2s. Longmans.)

Nine New Plays for Children. By ROSE FYLEMAN. (1s. Nelson.)

Practical Miming. By M. GERTRUDE PICKERSGILL. (5s. net. Pitman).

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HISTORY

Young Citizens: Simple Civics for Boys and Girls. By K. GIBBERD. (1s. 6d. Dent.)

An attempt, quite surprisingly successful, to make that dullest of subjects, Civics, interesting and intelligible to young children. The form adopted is that of dialogue. Mr. Gibberd manages it very cleverly.

The Modern Class-Book of English History. Senior Book IV. *The Hanoverians.* By E. J. S. LAY. (Paper 1s. 4d. Limp Cloth, 1s. 6d. Macmillan.)

With Mr. Lay as an expert in the presentation of matter to the child mind, and Prof. Hearnshaw to guarantee freedom from serious historical error, one starts reading this little book prepossessed in its favour. The expectations so formed prove to be quite justified. There will, of course, be differences of opinion as to whether the list of selected topics is the best that could have been made. But the general treatment, the illustrations, the strict avoidance of political or religious propaganda, the memory tests, the suggestions for written work, and the list of books and poems for further study, will all commend themselves alike to teachers and to pupils. The series, of which this is the latest member, is intended to meet recent changes in the organization of schools.

A Short History of the World from the Fall of Rome to the Renaissance. By ELIZABETH UNDERWOOD. (3s. 6d. MacLehose.)

This clever and attractive epitome of medieval history is a companion volume to Miss Underwood's survey of world-history *From the Renaissance to the League of Nations.* It shows the same qualities of lucidity and accuracy. Fifty-nine illustrations and maps enhance its value.

Macmillan's Senior School Series. *History Study.* Book I. (55 B.C.–A.D. 1714). By P. M. LAW. (2s. 3d. Macmillan.)

This book covers a long period, and it succeeds in doing so satisfactorily by following the advice of the Hadow Report in omitting all save the irreducible essentials. Thus, for teachers who wish to gallop over early English history in order to concentrate later on modern times, this very competent textbook will be a godsend.

Macmillan's Senior School Series. Terminal Book A. *Elizabeth and Her People.* By ROSAMUND M. WHITE. (1s. 2d. Macmillan.)

This is a notable little book on the spacious reign of Elizabeth. Although brief, it is marvellously complete. Not only does it give a sketch of the period, but it is replete with quotations from contemporary sources, and from some of the classic writers of more recent times. No better introduction to Tudor England could be desired.

Blackie's Junior Histories. Book III. *How the English Became One People.* (2s.) Book IV. *The Growth of Modern Britain.* (2s. 2d.) By I. G. HISLOP. (Blackie.)

Books I and II of this series dealt in outline with general History. The two books before us are limited to English History. Book III goes down to 1485. Book IV covers the four and a half centuries from Henry VII to the present day. They seem well fitted to give a preliminary outline of our national history.

Blackie's Senior Histories. Book I. *England in Early Times,* 55 B.C.–A.D. 1485. (2s. 6d.) Book II. *England under the Tudors and Stewarts,* 1485–1688. (2s. 8d.) By MARION FLAVELL and S. B. MATTS. Book III. *England in Modern Times,* 1688–*The Present Day.* (2s. 9d.) By AMY M. MOBBS. (Blackie.)

These three little volumes are the work of Birmingham teachers, produced under the editorship of a former inspector of schools in Birmingham. They are extremely creditable performances. The history is sound, the writing lucid, the illustrations and maps excellent. They are also well-furnished with an apparatus of questions, exercises, lists of authorities, and extracts from original sources. Altogether they are thoroughly attractive and workmanlike textbooks.

The "Pioneer" History Series. By D. M. GILL. Book I. *Pioneers of Home Making.* (1s. 9d.) Book II. *Pioneers of Greece and Rome.* (1s. 10d.) Book III. *Pioneers in Britain and Europe.* (2s.) Book IV. *Pioneers of World-Wide Changes.* (2s. 6d.) (Pitman.)

In these four readers an attempt is made to present an outline of universal history to children by grouping its main incidents round the lives of "pioneers." Book I describes the condition in which men of the Stone and Early Metal Ages existed. Book II gives a sketch of Ancient History. Book III covers the Middle Ages. Book IV treats Modern Times. The "pioneers" in the first book are wholly imaginary; in the other books very few are entitled to be called "pioneers" at all. What, for example, did Edward VI and Mary Tudor do for the first time?

The Ancient World: a Beginning. By T. R. GLOVER. (7s. 6d. Cambridge University Press.)

The Public Orator of Cambridge University, replete with sound knowledge, and himself the fine product of religious education, here presents us with a masterly epitome of ancient history from the time of the Early Greeks to that of the Emperor Constantine. He avoids details of wars and constitutions in order to concentrate attention on the causes that led to changes in social and intellectual conditions. His purpose is to explain the evolution of that Christian civilization which in the fourth century triumphed over the antique barbarism.

An Atlas of European History: from the Second to the Twentieth Century. By J. F. HORRABIN. (3s. 6d. Gollancz.)

A short time ago Mr. Horrabin issued a highly original *Atlas of Current Affairs.* He now tells us that in preparing it he became impressed by the need of a companion atlas depicting the earlier evolution of Europe. This companion atlas is here before us, and a remarkably interesting volume it is. Its seventy sketch-maps with their accompanying letterpress give a succinct summary of the whole of European history from the dawn of the Christian era to the present day. The little volume is replete with information and illumination.

An Epitome of English Social History (1700–1935). By J. W. RODDOCK. (2s. 6d. Blackie.)

An exceedingly useful date-book of English source history Under each significant year detailed information is given concerning the Acts of Parliament, the inventions, or the popular movements that had an important influence on the condition of the people. We hope that the success of this valuable work of reference will encourage Mr. Ruddock to provide a companion volume for the period prior to 1700.

A Short History of the British Empire. By Rev. Dr. H. W. CLARK. (7s. 6d. net. Muller.)

A well-designed and carefully-executed sketch of British Imperial history. It is divided into two parts. In the first a general survey of the development of the British Dominions as a whole is attempted. In the second the Dominions are taken separately in turn, and the course of their several histories is summarized. This double plan, of course, involves some repetition; but this defect is amply compensated for by the gain in fullness and clarity. The book is devoid of both maps and illustrations.

World Civilization. By Prof. H. WEBSTER and Prof. E. B. WESLEY. (10s. 6d. In two parts, 6s. each. Heath.)

When an American professor writes a good textbook he is not content to leave it to its fate in the scholastic world. Every year or two he hashes it up and presents its contents in a new form and under a new title to his devoted disciples. Thus the book before us, dated 1934, contains a large proportion of the same letterpress, the same maps, the same illustrations, the same everything as Prof. Webster's *World History* published 1932, and his *History of Mankind* published 1930. How will it be served up in 1936? If we pass over the fact that much of it has appeared at least twice before, we may freely admit that it is good stuff. Prof. Webster knows exactly how to present historical information in an attractive and memorable form. Prof. Wesley's task has apparently been to condense his colleague's two-year course within limits manageable in a single year.

Parliament: What it is and How it Works. By H. MORRISON and W. S. ABBOTT. Second Edition. (2s. 6d. net. Pitman.)

It is satisfactory that within a year of its original publication a second edition of this useful textbook should be required. It is substantially the same as the first edition, but, as the result of criticism, a few slight errors have been corrected and some inconsiderable additions made.

Great Lives. Prince Charles Edward. By CAROLA OMAN. *Wolsey.* By A. SAMPSON. (2s. net. each. Duckworth.)

Messrs. Duckworth's handy and attractive series of "Great Lives" now extends to over fifty volumes. The two latest additions well maintain the high standard of their predecessors. Miss Oman's *Charles Edward* is, of course, mainly concerned with the "Forty Five" rebellion. Mr. Sampson in his *Wolsey*

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strives to keep the balance true between the rival estimates of Prof. Pollard and Mr. Hilaire Belloc.

Archives of British Honduras. Volume III. *From 1841 to 1884: Being Extracts and Précis taken by a Committee from such Records as exist in the Colony, with a Map.* Edited, with a Chronology, by the late Major Sir JOHN A. BURDON. (7s. 6d. net. Sifton Praed.)

It is sad that Sir John Burdon has not lived to see the issue of the third volume of his valuable records of affairs in British Honduras. Lady Burdon, with the expert assistance of Profs. Newton and Ragatz, has completed the volume and seen it through the press. A fourth volume is expected to complete the series. These "calendars of archives" will be indispensable bases for all future histories of British Honduras. They are not intended as light reading for the general public.

History Through Familiar Things. By J. R. REEVE. Part I, *Food and Tools.* Part II. *Shelter and Society.* (Limp. 1s. 8d. each. Boards, 1s. 10d. each. Parts I and II, 3s. 6d. University of London Press.)

Mr. Reeve has hit upon an ingenious idea, and he has realized it in a most interesting manner. He takes common things—bread, knives, ships, wheels, clothes, houses—and round them weaves the story of mankind from primitive barbarism to modern civilization. Each chapter is full of information concerning cardinal inventions and discoveries. The main defect of Mr. Reeve's method is chronological confusion. The mind is rushed backward and forward along the corridors of time with bewildering rapidity. A list of dates at the end does not wholly suffice to remedy this defect.

Landmarks of World History. By C. S. S. HIGHAM. (2s. Longmans.)

An attempt to give in thirty-five short chapters an outline sketch of world-history to very young children. The simplification seems excessive. It is probably impossible to convey to the imaginative mind any adequate conception of the rise and fall of civilizations, the spread and decline of great religions, the ebb and flow of ideas. Mr. Higham does his best. He writes lucidly, mainly in monosyllables. His book is illustrated, but the illustrations do not give much help: they are too imaginative, and the portraits of great men are scarcely recognizable.

World Problems of To-day: Explained for Boys and Girls. By HEBE SPAULL. (2s. 6d. net. Student Christian Movement Press.)

Problems of Peace. Ninth Series. Pacificism is not Enough: Lectures delivered at the Geneva Institute of International Relations, August, 1934. By W. E. RAPPARD, A. E. ZIMMERN, ETIENNE DENNERY, G. P. GOOCH, C. ATTLEE, Sir NORMAN ANGELL, A. DEL VAYO, E. J. PHELAN, J. B. CONDLIFFE, R. MACIVER, L. R. ROBINSON. (8s. 6d. net. Allen & Unwin.)

Our Last Two Thousand Years: an Irishwoman's History of England. By EILEEN MURPHY. (6s. net. Dickson & Thompson.)

Europe: the Revolutionary and Napoleonic Eras (Reprinted with an Epilogue from Europe in the Nineteenth and Twentieth Centuries (1789–1932). By Prof. A. J. GRANT and Prof. H. TEMPERLEY. (5s. Longmans.)

Europe and England: Early Days to 1500. By DOROTHY DYMOND. (2s. 9d. Nelson.)

The Map Approach to Modern History, 1789–1914. By W. E. BROWN and A. W. COYSH. (1s. 6d. University Tutorial Press.)

The Story of the World: for Young People. By MABEL C. PAINE. In Three Volumes. Books I and II: *The Story of the Early and Middle Ages.* (7s. 6d. net. Muller.)

Six Stuart Sovereigns, 1512–1701. By EVA SCOTT. (12s. 6d. net. Allen & Unwin.)

A History of Europe. By the Rt. Hon. H. A. L. FISHER. Vol. II. *Renaissance, Reformation, Reason.* (18s. net. Eyre & Spottiswoode.)

MATHEMATICS

A Concise Algebra. By S. H. J. COX. (2s. 6d. Rivingtons.)

The first two parts of this book cover the syllabus for the Common Entrance Examination, whilst the third part contains miscellaneous harder manipulation and chapters on curve-tracing. The author attempts to combine the useful elements of both past and present technique. He is critical of the bias towards the practical in elementary textbooks, as he feels that this treatment does not appeal to beginners. Indeed, he suggests that "to represent the subject as arising chiefly out of the needs of the physicist, the astronomer and the engineer is bad pedagogy because it is bad history." The book should appeal to those teachers who agree with this opinion.

Macmillan's Senior School Series. *Arithmetic.* By F. W. CHAMBERS. (First Year, 1s. 9d. Second Year, 2s. Macmillan.)

Macmillan's Senior School Series. Terminal Book A. *The Arithmetic of Time and Distance.* By F. W. CHAMBERS. Terminal Book B. *The Arithmetic of Farm and Garden.* By W. CARR. Terminal Book C. *The Arithmetic of Logarithms.* By F. W. CHAMBERS. (1s. each. Macmillan.)

These books are efficiently planned and attractively printed. They consist of a series of lessons; each lesson is self-contained and deals with a definite topic. The exercises are varied. Besides the inevitable calculation questions there are "Reading tests," "Some things to think about and do" (correlations with other subjects) and "Some things for odd moments" (puzzles). The "talk" is concise and is addressed to the pupil; it is interesting and stresses the real-life applications of arithmetic. Many pupils could work through these books without assistance from their teacher. The first book contains forty-four lessons, revising units, rules, decimal, fractions. The second contains topics from which the teacher is expected to make a selection—there are lessons on percentages, metric units, rates, hire-purchase, "The Cheltenham Flyer" and many other subjects. Of the terminal courses that follow, there are most interesting and comprehensive accounts (that might be useful elsewhere than in senior schools) of the Arithmetic of Time and Distance, and the Arithmetic of Farm and Garden. The course on the Arithmetic of Logarithms seems by contrast rather conventional. It is thorough and elaborate, but surely some mention of the slide-rule would have been appropriate?

School Certificate Mathematics. By Dr. H. J. LARCOMBE and J. K. FLETCHER. *Algebra, Part II.* (With Answers, 4s. Without Answers, 3s. 6d. Cambridge University Press.)

Part II of this book completes the algebra required for School Certificate examinations. It discusses the usual topics, including ratio, proportion, variation, and theory of logarithms, but omits the limit of the sum of a g.p. The treatment is sensible and interesting, and the printing clear and attractive. The authors acknowledge their indebtedness to the "Report on the Teaching of Algebra" issued by the Mathematical Association in 1934. In particular they have written their chapters on graphs to agree with the recommendations of that report. One feature of the book is an introductory chapter on logarithms, which follows chapters on the quadratic function. This introduction is on the familiar lines of simple fractional indices and the graph of 10^x, but the authors have tried to make the treatment suitable for pupils of approximately 13 years of age. Another feature is revision papers to be taken orally or mentally.

Revision and Mental Tests in Arithmetic, Trigonometry, and Algebra. By R. J. FULFORD. (1s. University Tutorial Press.)

Fundamental Geometry. By Dr. P. B. BALLARD and E. R. HAMILTON. First Series. Pupil's Book III. (Paper, 8d. Limp cloth, 10d.) First Series. Books I, II, and III. Teacher's Book. (2s. 9d. University of London Press.)

Real-Life Arithmetic for Girls. By OLIVE I. MORGAN. (1s. Gregg Publishing Co.)

Higher Mathematical Papers. By C. J. COZENS. (3s. Arnold.)

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MODERN LANGUAGES

Examination Spanish. By M. F. DUFOUR. (4s. 6d. Black.)

This is a comprehensive manual purporting to contain " all that is necessary for the study of the language from an elementary stage to the standard of the Higher Certificate. The early sections of the book include some fifty pages of vocabularies and exercises, which are followed by over seventy pages of grammar. The author is not obviously a believer in application of grammatical rules, for there are no exercises on these grammatical outlines. There are selections of stories for reproduction, unseen translations, sentences for translation into Spanish, prose compositions, and idioms and proverbs. As a class book for examination candidates, this book will have its uses, but it is not a book for beginners.

Spanish for Adults. By E. B. EASTWOOD and A. H. STEVENSON. (2s. 6d. Harrap.)

This is definitely a " short-cut " course for students whose time is limited. The first six lessons provide material for the early reading of Spanish texts. In the second part of the book the exercises are commercial in character. As a " rapid " course, the book is well arranged and should be successful.

Garcia del Castanar. By R. ZORRILLA. Edited with Introduction by Dr. J. W. BARKER. (3s. 6d. Cambridge University Press.)

This scholarly edition of the masterpiece of Zorilla is creditable both to editor and publisher. The introduction includes notes on sources, versification, culturanismo and Góngorismo, the Gracioso, dialect, and Pundonor. As an epitome of dramatic practice, in " The Golden Age of Spanish Literature," this play should be read by all students of Spanish.

Principios de Español. By P. J. DARR and J. E. TRAVIS. (2s. 6d. Harrap.)

The authors of this new Spanish course are admirers of Mr. Collins' well-known *French Course for Schools*, and have modelled their work on his. There is a sound logical development and ample exercise material. Scope is given for frequent revision and oral work. We can recommend a trial of this beginners' course to those teachers who have not yet found their " ideal " book for this class of Spanish student.

Short Stories. By EMILIA PARDO BAZÁN. Edited by A. SHAPIRO and F. J. HURLEY. (3s. Harrap.)

This collection of short stories is representative of the more attractive part of the work of the Condesa de Pardo Bazán. The stories cover a wide range of interests and offer a picturesque account of life and customs in Spain. The exercise material, which aims " to stimulate precision on the part of the student in handling the mechanics of the language " is rather elementary for the pupil who could read the stories in this collection.

Practical Outlines of Spanish Pronunciation and Intonation. By MARÍA F. DE LAGUNA. (1s. Ginn.)

The teaching of Spanish correct pronunciation has lagged behind the other branches of Spanish teaching. The apparent ease of Spanish has helped to hinder the successful teaching of the sounds of the language. This little treatise of Señora María de Laguna is opportune in its arrival. It is based on the " Manual " of Don Tomás Navarro Tomás, but is well adapted for English students—and teachers. There is a full treatment of vowel sounds with much sound practical advice. Intonation and its difficulties are well explained in a manner which reveals the practical teacher. This is a booklet which should be in the hands of every student and teacher of Spanish.

Language Learning : Some Reflections from Teaching Experience. By P. HAGBOLDT. (7s. net. United States of America. University of Chicago Press. Great Britain and Ireland : Cambridge University Press.)

The problems of modern language teachers in America are different from, and greater than, our own. Modern languages are not taught in all schools, and frequently a university student has to try to do in two years what our pupils take seven or eight to do. There is not the same urge, as with us, to learn languages for purposes of travel or business. Not 5 per cent of Americans will ever have the opportunity of visiting France or of talking to a non-English-speaking Frenchman. French is often taken as a " tool subject " in an American university, and if the student succeeds in being able to understand an easy piece of French, he is quite satisfied. Hence the eagerness to find the " best method," the interest in word frequency, and the many advertisements of " French in twenty hours " that dishonest teachers issue. The number of expert teachers is far too small in America, which again limits the number of students. In fact it is not realized how difficult is the complete mastery of a foreign tongue. How many foreigners could pass as English or give a lecture in English without being recognized as foreigners ? Bilingualism is far rarer than is thought. Mr. Hagboldt has written a very thoughtful study on the subject, and though it may not help our teachers much, it will be sure to interest them.

On Frappe Les Trois Coups ! By S. TURNBULL. (1s. 6d. Oxford University Press.)

This first story of spies and detection in an English school can be used for rapid reading. The English setting will make pupils interested in the story although it will not teach them much about French life. But boys will probably learn more words and phrases from familiar scenes, and the important ones are reprinted at the bottom of each page in order to be learnt by heart. There are a few suggestive notes and a vocabulary.

Robin Hood Le Proscrit. By A. DUMAS. Edited with Notes and Vocabulary by H. A. CARTLEDGE. Abridged Edition. (2s. Arnold.)

Dumas is always popular although *Robin Hood* is not one of his best-known books. This is an abridged edition which would suit a fourth year form. There are a few notes explained in French and a full vocabulary.

The Active German Reader. By A. W. PEGRUM. Book One. (3s. 6d. University of London Press.)

This reader has been compiled for use with the third book of the author's " Active German Course." Its matter bears upon the topics of the lessons, and should be sufficient for a school year. Poems are mingled with the prose matter, and the photographs of scenery are beautifully clear. The reading matter has been excellently chosen and should appeal to students.

Kowa, La Mystérieuse. By C. FOLEŸ. (2s. 6d. Black.)

An exciting story of Japan suitable for intermediate forms. The difficult words are translated at the bottom of the page, and subjects for essay writing are placed at the end of the book.

Macías : Drama Historico en Cuatro Actos y en Verso. By M. J. DE LARRA. Edited with Introduction, Notes, and Vocabulary. By Prof. J. H. NUNEMAKER and K. H. VANDERFORD. (5s. New York : Macmillan.)

Comedia y Drama. By ÁLVAREZ QUINTERO. Edited with Introduction, Notes, Exercises, and Vocabulary, by Prof. AGNES M. BRADY. (6s. New York : Macmillan.)

Berthe aux Grands Pieds. Adapted and Modernized by Dr. W. G. HARTOG. With Footnotes in French, Oral, and Written Exercises and a French-English Vocabulary. (1s. Gregg Publishing Co.)

Tu Viens en France. By F. DE GRAND'COMBE. (15 francs. Paris : Les Presses Universitaires de France.)

La Formule. By Dr. C. R. MCGREGOR WILLIAMS and L. PALLIER. (1s. 3d. Harrap.)

Le Trésor de Châteauvieux. By V. BONHOURE. Reduced to a Vocabulary of 1,200 words by H. E. FORD and R. K. HICKS. (1s. 6d. Dent.)

Test Papers in French : for the School Certificate. By Dr. J. M. MILNE. (9d. Harrap.)

The Everyday French Grammar : an Up-to-date French Course for Public and Secondary Schools, and for General Use. By P. DUPAYS and C. CHARBONNIER. Part I. (2s. 6d. Pitman.)

A Dictionary of French Slang. By Dr. O. LEROY. (6s. net. Harrap.)

Nelson's French Comprehension Tests : in Prose and Verse. By Dr. F. C. ROE. (1s. 6d. Nelson.)

Le Mystère des Trois Rubis. By G. G. TOUDOUZE. Edited by P. W. PACKER. (Paper, 10d. Limp Cloth, 1s. 2d. Oxford University Press.)

Les Trappeurs de L'Arkansas. By G. AIMARD. Edited by B. HELLIWELL. (Paper, 10d. Limp Cloth, 1s. 2d. Oxford University Press.)

Publications du Bureau International d'Éducation, No. 40. La Formation Professionnelle du Personnel Enseignant Secondaire. (4 francs suisses. Geneva: Bureau International d'Éducation.)

A Modern German Course. By A. BLADES. (5s. University Tutorial Press.)

Der Sprach-Brockhaus : Deutsches Bildworterbuch für Jedermann. (5 RM. Leipzig : Brockhaus.)

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MUSIC

FOR THE GRAMOPHONE

Columbia Records. (Columbia Graphophone Co.)

HANDEL, arranged Harty. *Royal Fireworks Music.* Sir Hamilton Harty conducting the London Philharmonic Orchestra. LX 389–390. 6s. each.

ROSSINI–RESPIGHI. *Rossiniana.* Sir Thomas Beecham conducting the London Philharmonic Orchestra. LX 391–392. 6s. each.

TCHAIKOVSKY. *Andante Cantabile* (from Quartet in D major). The Lener String Quartet. LX 393. 6s.

The five records in this month's list can be strongly recommended for addition to the school library, for in each case fine playing is matched by fine recording. "The Royal Fireworks Music," which can now take its place on the shelves by the side of the recently issued "Water Music," is first rate Handel, both in its broad and flowing melodies and in its robust cheerfulness. The charming Bourrée is notable for some really beautiful wood-wind playing.

"Rossiniana" is a selection of four pieces written by Rossini towards the end of his life, which have been piquantly orchestrated by Respighi. It is given a sparkling and vivacious performance under Sir Thomas Beecham.

The Andante from Tchaikovsky's first String Quartet, one of the best-known of quartet movements, finds the Lener Quartet at the top of their form, playing with an infinite variety of tone and nuance and with a finely poised and sensitive phrasing.

Macmillan's Model Piano Keyboard, and Twelve Pointers. Designed for the Use of Music Pupils and Piano Students by Sir WALFORD DAVIES and H. L. WILLIS. (1s. 6d. Macmillan.)

This device will be a real help to teachers in class work where unfamiliarity with the keyboard often proves a stumbling block to the understanding of such things as keys, scales, and chords. Ingeniously but simply designed, it can also be used to increase facility in sight reading and as an aid to the composition of original melodies.

Cerddi Robin Goch (*Songs for Small Children*). By J. GLYN DAVIES. (Arranged for the Piano, with Copious Notes on Tunes and Words. 3s. 6d. net. Words and Melody in Sol-fa, 9d. net. Oxford University Press.)

A delightful collection of twenty songs in which Welsh words are set to tunes mainly drawn from foreign sources. The majority are Danish traditional melodies, though a few are from the pen of the author who has admirably maintained the simplicity and melodic directness of the folk-song style.

A Key to the Art of Music. By F. HOWES. (5s. net. Blackie.)

A Secondary School Music Course: in Preparation for School Certificate and Matriculation Examinations. By M. M. WATSON. Vol. III—Third Year. (5s. net. Boosey.)

PHILOSOPHY AND PSYCHOLOGY

Neoplatonism of the Italian Renaissance. By Dr. NESCA A. ROBB. (12s. 6d. net. Allen & Unwin.)

Dr. Robb's monograph on Neo-Platonism during the Renaissance, with special reference to its influence on art and literature, covers roughly the period from Petrarch to the eve of the Counter Reformation. It is the fruit of laborious research, but the author wears her learning lightly. She writes attractively, and her mind is alert and critical in the best sense. Her book can be cordially recommended to students of the period.

Before the Great Silence. By M. MAETERLINCK. Translated by B. MIALL. (6s. net. Allen & Unwin.)

Imagination and Human Nature: Psyche Monographs. No. 3. By L. WELCH. (7s. 6d. net. Kegan Paul.)

The author of this book brings wide reading and an acute mind to bear on the problem of how far the "imagination" serves as a key to the varying analyses of human nature in the long record of Western thought. Beginning with Plato, and ending with Santayana and his followers, he brings forward a mass of illustrative material to explain the changes which have occurred in speculations concerning thought. Not only "imagination," but also the concepts of reason and intelligence are reviewed against this historical background. The book is an important contribution to the history of thought.

A Short Introduction to the History of Human Stupidity. By W. P. PITKIN. (12s. 6d. net. Allen & Unwin.)

This long and lively book is symptomatic of the times in its hopes, convictions, opinions, and renunciations. Judgments about its value will differ widely. Humanists, philosophers, speculative moralists, theologians, and the plain religious man will find in it cold comfort, and no genuine understanding or sympathy. For men of science and their followers there is now the customary apothesis of past achievements and ambitious dreams for the future. Stupidity is the "supreme social evil," and in this connexion three out of four of the human race merit dishonourable mention. The manifold causes of this appalling condition of mankind are analysed, and illustrated from all quarters of the globe and from many epochs of history, with a preference for the present and immediate past. These illustrations are sometimes apt, sometimes extravagant, sometimes simply irritating or amusing. Externally viewed man has been made stupid by climate, disease, and the struggle for food and survival; internally, by the imperfect integration of blood, glands, and brains; socially, by the attitudes arising therefrom towards his fellow men; the result of these combined stupidities is the chaos in the world to-day. For principles of interpretation the author relies mainly on scientific psychology, hinting that the quoted saying of Middleton Murry that "modern psychology is a pseudo-science of the most clumsy and pretentious kind," is inexplicable to anyone imbued with the spirit of the modern laboratory. Happily there is a power by means of which stupidity may be eliminated or at least controlled; not the state, not the church, not religion, not moral drill, not laws, but—science. Bad as education is to-day, the hope for the future is in the Young.

A Study of Imagination in Early Childhood, and its Function in Mental Development. By Dr. RUTH GRIFFITHS. (12s. 6d. net. Kegan Paul.)

Inspired by the work of Piaget and Mrs. Isaacs, Dr. Griffiths has developed her own technique for observing, recording, and interpreting the phantasy life of young children. Her subjects were thirty children aged 5 from a London elementary school, and twenty children of the same age from a Brisbane school. Each child had a preliminary Binet test, and the groups were selected so as to contain children of high, low, and average intelligence. Each child was interviewed about twenty times, and the "tests" given each time were devised to allow free and natural scope to the child's phantasies. The material which Dr. Griffiths obtained, and records in full in this book, is of remarkable interest, and psychologists of various schools might offer varying interpretations; her own suggestions are offered tentatively and without dogmatizing. The book is a valuable contribution to Child Psychology.

(1) *The Testing of Intelligence.* Edited by Prof. H. R. HAMLEY. (2s. 6d. net. Evans.)

(2) *The Psychological Aspects of Child Development.* By Dr. SUSAN ISAACS. (1s. 6d. net. Evans.)

These two paper-covered booklets are published in association with the University of London Institute of Education; both are reprinted from the Year Book of Education, 1935, whose price (35s.) is prohibitive to most teachers. The first booklet contains articles by fifteen authorities on mental tests, and aims at giving the reader a comprehensive view of the theory and current practice of testing. The field which is covered is wider than the title suggests, and includes diagnostic tests for specific ability and disability in school subjects, tests of character, vocational tests, and tests in aesthetics. A vast amount of information has been compressed into a small compass without loss of clarity. The second booklet contains a clear and complete summary of the most important advances in the psychology of early childhood.

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From Birth to Maturity: an Outline of the Psychological Development of the Child. By Prof. CHARLOTTE BÜHLER. Translated from the German by Dr. ESTHER and Dr. W. MENAKER. (7s. 6d. net. Kegan Paul.)

The latest of Dr. Bühler's books is based on a series of lectures which were first given in England. It gives a clear summary of the practical application of much of the recent experimental work in the field of child development, and will help intelligent parents and teachers to understand the main stages of normal growth, both mental and physical. It carries the story to the 9–13 stage, and also has a short chapter on adolescence. The numerous case-histories and photographic illustrations add to the value of the book.

Play in Childhood. By Dr. MARGARET LOWENFELD. (8s. 6d. net. Gollancz.)

Only a couple of generations ago, and perhaps less, play was commonly regarded as a frivolous waste of time, even in childhood, and of course, still more so in boyhood and girlhood. So far as the younger children are concerned, the rise and spread of the influence of Froebel have been epoch-making. Partly on this account, and partly also because of a growing interest in all aspects of child study, the subject of play has attracted much attention on the part of psychologists and philosophers, as well as teachers and intelligent parents. The author of this book combines in herself the qualifications of a first-hand investigator of children's play and a diligent student of the work of her predecessors and compeers in the same field. She puts forward a case which, if not new, is at any rate here expounded with new force, and with fresh argumentative material. She is convinced that a child who is brought up without adequate opportunities of play is not only robbed of his legitimate birthright, but is also in a fair way to becoming a danger to himself and to others. The child who has not learned to let himself go in play, may let himself go with disastrous consequences in adult life. This theory—though we perhaps do the idea an injustice in calling it a theory—has, of course, been dimly present in the minds of people who have watched with satisfaction our young barbarians at play on the football field. But the study contained in this book is, among other things, a scientific attempt to place the theory beyond reasonable doubt. The author has in our judgment made a definitive and an important addition to the existing studies of children's play.

Adult Interests. By E. L. THORNDIKE and others. (14s. net. New York: Macmillan.)

The Content of Motion Pictures. By E. DALE. (10s. 6d. net. New York: Macmillan.)

The Chemistry of Thought: Introducing a New Basis for the Descriptive Analysis of Constructive Thought and Creative Imagination. By CLAUDE A. CLAREMONT. (8s. 6d. net. Allen & Unwin.)

Psychology: a Factual Textbook. By E. G. BORING, H. S. LANGFELD, H. P. WELD, and Collaborators. (13s. 6d. net. New York: Wiley. London: Chapman & Hall.)

RELIGIOUS KNOWLEDGE

St. Luke's Gospel in English. (Revised Version.) Edited with Introduction and Notes for the Use of Schools by Rev. H. K. LUCE. (2s. 6d. Black.)

No one who has had practical experience of teaching the Scriptures to boys and girls will, we think, deny the truth of Mr. Luce's statement that school editions of the Gospels have left much to be desired. We live in times when intellectual honesty must be preserved at all costs. Again, if the teaching of the Gospel narratives is to have its due effect, it must be brought into touch with the life of our own times. Further, such teaching should never be dull. In all these respects Mr. Luce has sought to make a definite step forward, and we gladly certify that in our opinion he has succeeded. He proceeds on the assumption that the truest reverence is not blind acquiescence but sound criticism. He insists, for example, upon fair play to the Pharisees, and upon the unwillingness of Jesus to rely upon miracles as evidences of His mission. Mr. Luce's edition is enough to make an old teacher wish that in his time such an excellent help to a true appreciation of this beautiful book had been available.

Lift Up Your Hearts: a Modern Communion Manual. By the Rev. H. K. LUCE. (3s. 6d. net. Black.)

The content of this little book is indicated by its sub-title—"A Modern Communion Manual." The author's *Modern Confirmation Manual* was published some years ago, and was so much appreciated by clergy and schoolmasters that it is now followed up by a similar book on the Communion. An introduction is devoted to an explanation of the meaning of the service, and to practical hints regarding preparation. The notes, conveniently printed opposite the corresponding passages of the service, are concise and suggestive, and can of course be used as or when they are required. We have no doubt that the book will prove to be as useful as its predecessor on confirmation has been found.

The Oxford Book of School Worship. Part I. *Infants.* (1s. net. S.P.C.K.)

A Little Primer for Home and School. By A. ALLEYN. (2s. 6d. Oxford University Press.)

A Short Introduction to the Old Testament: a Graded Course for Middle Forms. By IRENE ALLEN. (2s. 6d. Oxford University Press.)

Religion and Psychotherapy: a Plea for Co-operation. By A. GRAHAM IKIN. (3s. 6d. net. Student Christian Movement Press.)

The School Bible: Being Selections from the Text of the Authorized Version. (2s. Nelson.)

The Modern Approach to the Old Testament. By the Rev. J. C. TOWNSEND. (5s. net. Allen & Unwin.)

Daily Readings on the Acts of the Apostles. With Notes by the Rev. C. SKINNER. *Daily Readings on the Epistles of St. John.* With Notes by the Rev. Dr. R. WINBOULT HARDING. (4d. each.) *Daily Readings on the Eighth Century Prophets.* With Notes by the Rev. E. W. HAMOND. (6d.) (Student Christian Movement Press.)

The Prophets of the Bible: The Canonical Prophets, Who They Were and What they Said. By H. COOK. (5s. net. Student Christian Movement Press.)

Black Angels of Athos. By Prof. M. CHOUKAS. (12s. net. Constable.)

A Critic and a Convert, or, a Challenge and its Sequel: Letters Exchanged between Dr. G. G. Coulton and Mr. Arnold Lunn, and Printed by the Former with the Latter's Permission. (2s. 6d. net. Taunton: Barnicott and Pearce, The Wessex Press.)

(*Continued on page* 562)

THE LONDON HEAD MISTRESSES' EMPLOYMENT COMMITTEE.—The Annual Report for 1934 of this Committee working in conjunction with the Ministry of Labour, comments on a record year's work. Briefly stated, the Committee's aims are to advise on a choice of career and to place in employment girls between the ages of 16 and 21 years, educated at public secondary and high schools in London and the Home Counties. Some 240 schools co-operate with the Committee, and the number of interviews with girls and their parents during the year totalled 8,214. The number placed in employment during 1934 was 2,052, and, when compared with the number of 820 girls placed in the year 1924, the advance in the years is shown to be considerable. Clerical and secretarial posts filled included vacancies in most sections of commerce, industry, and the professions. Other posts filled were in social work, domestic science, laundry management, accountancy, orthoptics, horticulture, art, hospital and nursery nursing, and school matron's work. A considerable number of candidates placed were of advanced education or with special qualifications, and it is of particular interest to know that there was a good demand for the girl who had some sixth-form experience following her success in the School Certificate examination. Applications for advice numbered 2,623, and "her infinite variety" was illustrated by the wide range of careers discussed. The series of addresses on careers by experts were continued to large audiences of senior girls at the Civil Service Commission Hall, and at schools talks on careers in general were given to parents' associations and senior girls. At open evenings held each week, individual girls placed in employment were interviewed and their careers carefully followed up. Other activities included instructional visits for parties of school girls and members of the staff to housing estates, day nurseries, and to a modern laundry.

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HOW TO LOOK AT GEOGRAPHICAL PICTURES. By W. J. H. WATKINS, M.A., B.Sc., and H. S. L. WATKINS, B.Sc. 32 pages (10 by 7½ in.). Numerous pictures, chosen and photographed by the authors, accompanied by questions relating to them, with answers at the end of the book. Paper, 1s. 3d. Limp Cloth, 1s. 6d.

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SCIENCE

Science and the Human Temperament. By Prof. E. SCHRÖDINGER. Translated and with a Biographical Introduction by J. MURPHY. (7s. 6d. net. Allen & Unwin.)

This collection of essays by Prof. Erwin Schrödinger deals very clearly with certain of the fundamental philosophical problems raised by modern advances in physics. It need hardly be said that Prof. Schrödinger's views are marked by the same profound insight and deliberate judgment that characterize his contributions to the technical side of physics; they very definitely cannot be overlooked by serious thinkers. The layman naturally turns to Prof. Schrödinger's opinion on the "indeterminism" question, and finds that he is content to leave it unsettled, for "we are not compelled to assume that an infinite number of observations, which cannot in any case be carried out in practice, would suffice to give us a complete determination."

A Science Course for Girls. By R. B. GROVE. (Book I, 1s. Book II, 1s. 4d. Book III, 1s. 2d. Teacher's Notes, 2s. 6d. Nelson.)

In many ways, these little books are attractive, and a set of girls that worked steadily through them would acquire a good deal of useful scientific knowledge of an elementary kind. The teacher's book of notes supplies just the right kind of information for the novice, or for the non-scientist. In detail, however, there are several points open to criticism, chiefly because scientific accuracy is sometimes sacrificed to secure apparent simplicity. Thus, "electricity" is frequently used where "electrical energy" is meant, and the pupil is asked which cell (of a Leclanché and an accumulator) "gives you more electricity." Except in the section on the burner itself, Bunsen burners are drawn incorrectly throughout. The books as a whole are so well designed and executed that it would be worth while carefully revising them for future impressions or editions.

A Treatise on Hydromechanics. Part II. *Hydrodynamics.* By A. S. RAMSEY. Fourth Edition. (16s. net. Bell.)

The fourth edition of Ramsey's *Treatise on Hydrodynamics* has been prepared keeping in view the special requirements of students of aeronautics. Considerable additions have accordingly been made, one important feature being a chapter on viscosity, placed at the end of the volume. Applications of contour integration to problems of two-dimensional motion are also included. Some discussion is given of the part played by "circulation" in producing "lift," and also of the application of conformal transformation to aerofoil theory. In its new and enlarged form the work should be of great value to readers with some mathematical knowledge and ability. The fact that the volume is printed at the Cambridge University Press is sufficient guarantee of the excellence of the production.

The World of Nature. By H. C. KNAPP-FISHER. (6s. Gollancz.)

As its title indicates, this ranges over a wide field. It is, however, restricted to living Nature, terrestrial, fluviatile and marine, animal and plant. It is interestingly written, and singularly free from technical biological jargon.

A Key to the Countryside: Plant Life. By M. WOODWARD. (5s. net. Blackie.)

These pleasant talks deal, month by month, with wild vegetation; and include the lower forms of plant life as well as flowering plants. Though the author disclaims any didactic intent, he conveys much information, and adds interest to any country walk.

British Insect Life: a Popular Introduction to Entomology. By E. STEP. Third Edition. (7s. 6d. Werner Laurie.)

All orders of insects here receive attention; and sufficient information is given for the assignment of any capture at least to its proper order; and, in the case of the commoner species, for their identification.

The Schoolboy: a Study of his Nutrition, Physical Development, and Health. By Dr. G. E. FRIEND. (7s. 6d. net. Cambridge: Heffer.)

This important work, perhaps the most trustworthy compilation extant of data dealing with the diet and anthropometry of growing lads, ought to be in the hands of every school medical officer, and accessible to all house masters and school housekeepers, and indeed to all parents. It is mainly based on records obtained by the author from over 800 boys at Christ's Hospital for some twenty years. The large number of individuals under observation, and the prolonged duration of the observations place Dr. Friend's conclusions on a sure foundation.

Heredity and the Ascent of Man. By Dr. C. C. HURST. (3s. 6d. net. Cambridge University Press.)

Although the professed aim of this wonderfully cheap book is to provide the general reader with a popular epitome of recent research in genetics in so far as it is concerned with the origin, evolution and ascent of man, it is of great value to all biologists, and especially to teachers. Few of these latter have access to current genetical literature, and thus many are unaware of the striking advances recently made in this fascinating subject. Dr. Hurst not only brings us up to date, he also launches into interesting speculations as to the future, here and hereafter.

Elements of Plant Biology. By Prof. A. G. TANSLEY. Second Edition. Revised by Dr. W. O. JAMES. (10s. 6d. net. Allen & Unwin.)

Extensive modifications have been introduced into this second edition of this widely used book. It is brought into accord with the syllabus for the first M.B. examination agreed upon by the Universities of Oxford, Cambridge, and London; the order of the chapters has been rearranged; a chapter on Heredity and Evolution added, and recent work on viruses and other topics included. Regarded as a whole this edition makes more of biological principles and less of botanical detail than did its predecessor.

School of Biology. By Dr. C. THESING. (15s. net. Routledge.)

This is a translation of a German book; and is so interesting that it becomes difficult to put aside the volume once begun. It is entirely in dialogue between imaginary persons A and B. B is well educated, and has a critical mind, but no knowledge of science. A is an expert biologist well grounded in the other sciences. In the course of twenty-one "talks" A's brains are thoroughly pumped, and the reader closes the book equipped with up-to-date information on every branch of biology.

Elementary Science. By H. WEBB and M. A. GRIGG. Book I. (Limp Cloth, 2s. 3d. Cloth Boards, 2s. 6d. Cambridge University Press.)

A simple and attractive course on general science is liable to suffer from lack of thoroughness. The authors of the present book have avoided this danger, and although the treatment is necessarily superficial it is unlikely to give rise to any of the misconceptions so commonly acquired by beginners. For this reason it may be commended to the notice of teachers in senior and similar schools. Numerous diagrams are included, most of which are very clear; a few, however, are too crude and amateurish to be worth inclusion in a book the production of which is otherwise excellent.

Science: a New Outline. By J. W. N. SULLIVAN. (5s. net. Nelson.)

Mr. Sullivan, as one of the few writers who can popularize science without debasing it, needs no introduction to readers of this *Journal*. Here he has given a short but brilliant account of modern scientific principles and theories, in such a form that the non-scientist may obtain from it an intelligent conception of what science is, what it does and what it explains. The book demands attention and effort on the part of the reader—as indeed does any book worth reading—but Mr. Sullivan sees to it that the attention shall be held, and that the effort shall be well rewarded. We congratulate him on a useful service to culture, and would also cheer him by remarking that the phosphorus famine he is inclined to anticipate is no more inevitable than it is imminent.

The Romance of Transport. By E. HAWKS. (2s. 6d. Harrap.)

Mr. Ellison Hawks, as might be expected from the founder of the *Meccano Magazine*, has written a fascinating account of the history of transport, from the earliest times to the present day: from the humble beast of burden to the luxurious air-liner. Every boy, and many an adult, will follow him spell-bound; no school library can afford to be without a copy of his book.

Concise Practical Chemistry: for School Certificate. By R. A. S. CASTELL. (1s. 6d. Dent.)

This is a useful and very carefully written little book for School Certificate candidates. Mr. Castell has evidently had the weaker candidates constantly in mind, and his book should be a boon to those teachers who are faced with the yearly problem of pushing large sets bodily through the examination. Its low price will add to its appeal.

(*Continued on page 564*)

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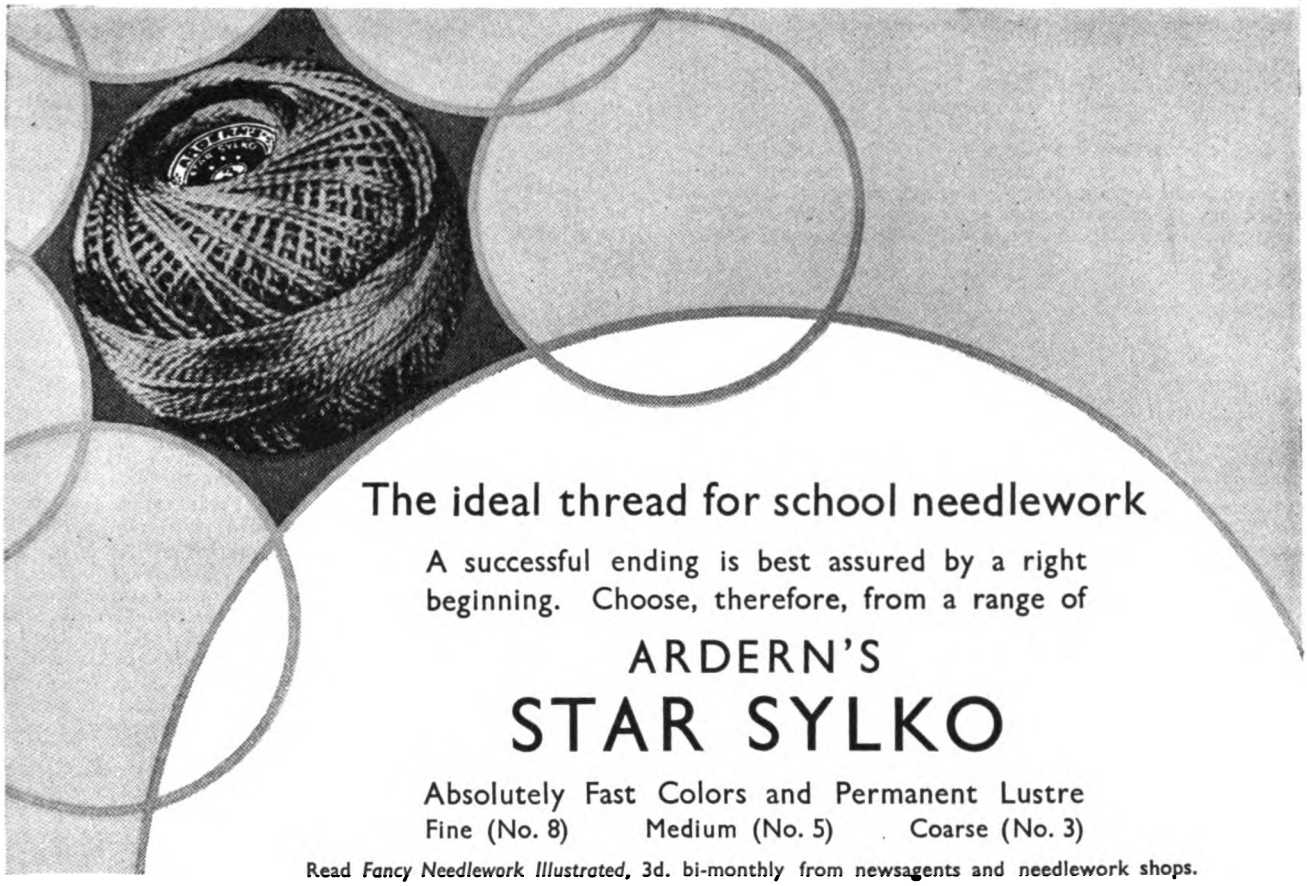

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Science and the Public Mind. By B. C. GRUENBERG. (12s. net. McGraw-Hill Publishing Co.)

The author believes that it is from the field of science that the adult population of the United States must draw increasingly the guidance essential for the perpetuation of democratic ideals and conditions. Believing also that in this field adult education was, in fact, seriously lacking, he set out to find what was being done and what was thought about the problem by those qualified to form an opinion. It is noteworthy that he found a tendency to lay more emphasis on interpretative and cultural efforts than formerly, and we in England must regard this fact with approval, since it approximates to our own belief and practice.

Qualitative Chemical Analysis: Organic and Inorganic. By Dr. F. M. PERKIN. Fifth Edition, Revised by Dr. J. GRANT. (9s. net. Longmans.)

We are glad to welcome the fifth edition of this excellent and well-known textbook, which has been revised and brought up-to-date by Dr. Julius Grant. Among the noteworthy improvements are an elementary treatment of micro-chemical methods and the inclusion of crystal tests and drop reactions for most of the inorganic ions. For the student who wishes to get a sound and serious knowledge of qualitative analysis, it would be hard to find a more efficient, and impossible to find a clearer, textbook.

A School Chemistry: Revision Notes and Questions. By F. W. GODDARD and S. R. HUMBY. (2s. 6d. Longmans.)

It has been maintained that students should compile their own revision notes, but unfortunately the average boy or girl lacks the experience to make a thoroughly sound job of it. Messrs. Goddard and Mumby show admirably how it should be done, and many a School Certificate candidate will bless them for it. Just the right points are selected, and difficult topics are properly accorded further treatment. Nothing of importance has been omitted, and if we have a criticism it is that the proofs might have been read a little more carefully; had this been done Häber would not have been printed for Haber (page 120), phosphorous for phosphorus (page 176), and Cannizaro for Cannizzaro (page 59). It is, also, incorrect to say that "lead sulphate can *only* be made by a precipitation method."

The Fundamentals of Chemical Thermodynamics. Part I. *Elementary Theory and Electro-chemistry.* By Dr. J. A. V. BUTLER. Second Edition. (7s. 6d. Macmillan.)

The first edition of this book was favourably reviewed in this *Journal* some seven years ago. The new edition includes sections on heterogeneous gas-solid equilibria, oxidation-reduction indicators, and recent work and theories on electrolysis. Solutions are also now appended to most of the examples—a feature which the individual student will appreciate. The author assumes in his readers a knowledge of mathematics which he describes as "very moderate," but which is actually beyond the level of most young chemists.

Some Methods in Health Education. By M. B. DAVIES and L. WILKES. (2s. 6d. Longmans.)

Some Aspects of Child Hygiene: a Book for the Use of Training Colleges and Practising Teachers. By Dr. MARY C. CARDWELL. (3s. net. Pitman.)

Short Test-Papers in Chemistry. By W. LITTLER. (6d. Bell.)

Matter and Motion: a Supplementary Text-book for Students of Elementary Physics and Chemistry. By C. H. CREASEY. (2s. 6d. The English Universities Press.)

Everyday Biology. By Prof. F. L. FITZPATRICK and R. E. HORTON. (8s. 6d. net. Constable.)

Board of Education. Science Museum. *Handbook of the Collections illustrating Aeronautics. 1. Heavier-Than-Air Aircraft: a Brief Outline of the History and Development of Mechanical Flight, with a reference to the National Aeronautical Collection, and a Catalogue of the Exhibits.* By M. J. B. DAVY. Second Edition, Revised and Enlarged. (2s. 6d. net. H.M.S.O.)

The Golden Science Series. By ELSIE V. M. KNIGHT. Book Two. (Limp, 2s. 6d. Cloth Boards, 2s. 9d. University of London Press.)

An Introduction to Physical Science. By Prof. C. W. MILLER. Second Edition. (15s. net. New York: Wiley. London: Chapman & Hall.)

Mr. Middleton talks about Gardening. (5s. net. Allen & Unwin.)

An Introductory Course in College Physics. By Prof. N. H. BLACK. (15s. net. New York: Macmillan.)

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University Entrance Scholarships: Subjects and Standards

IX.—SCHOLARSHIPS FOR GIRLS

By Dr. L. A. Lowe, formerly Headmistress Girls' High School, Leeds, and Past President of the Association of Headmistresses, Incorporated

"ALL heads of schools can call to mind many cases of pupils of promise whose family circumstances have denied them the possibility of a university career and whose talents have thus, from force of circumstances, remained undeveloped—a loss quite as much public as personal. . . . Are they (these pupils of promise), coming as most of them do from homes where money is scarce, to prepare enthusiastically for a university career only to find that the university doors are locked and 'open but to golden keys'?" So wrote the late Miss Oldham early in 1918, during the first year of her Presidency of the Association of Head Mistresses, in a letter to the Press, in which she expressed with both eloquence and the fire of conviction the urgent need of more university scholarships for able girls, since the Nation could not afford to allow brain-power to run to waste in the difficult days which were to follow the years of War, and she concluded with these words: "There can be no dispute as to the inadequacy of the financial provision for the university education of women at present existing, and as to the importance in the national interest, of aiding fit women to prepare to play their full part in the service of their country."

Much water has flowed under the bridge since the publication of this letter; more scholarships, especially in the newer universities, have been thrown open equally to men and women; county major and senior city scholarships are available under similar conditions for boys and girls; and the system of State scholarships, founded in 1921, provides reasonably and justly, on the results of the Second School Examination, for awards to candidates of both sexes in proportion to the number of entrants. In addition to the above there is an increasing provision of university or college scholarships definitely allocated to women, and many schools have already succeeded in carrying out resolutions passed by the Association of Head Mistresses in 1919: "That every school should have at least one 'Leaving Scholarship,'" and "that special immediate efforts should be made to provide for the maintenance of women students at the universities by various methods, *e.g.* gifts and memorial foundations." The consequence is that, as things are to-day, the position has astonishingly improved; nevertheless, without burdening this paper with statistics, the statement can safely be made that the provision is still inadequate for girls, perhaps mainly for four reasons: (1) In the older universities, the college system inevitably allocates the larger number of scholarships to men only. (2) In those universities where a great proportion of the scholarships are open to men and women equally, though this sounds well on paper, the opportunity is not as equal as it seems, since some of the faculties are almost entirely the preserve of men students. (3) The scholarship examinations are on the whole more adapted to the conditions obtaining in the upper forms of boys' schools than to those found in the sister schools. (4) Further scholarships are often awarded by local education authorities, &c., without further tests to candidates who have gained an open scholarship at Oxford or at Cambridge. As, however, the number of open scholarships available at the women's colleges is very small in comparison with those available at the men's colleges, it follows that boys can often obtain an additional scholarship without the strain of another examination, while girls, having in some cases gained an exhibition only, must compete again in the Higher School Certificate Examination.

And so we come to the highly important consideration of the scholarship examinations themselves: syllabuses, questions, standard, marking, awards, and their effect both on the candidates and on the schools in general.

As State, county major, and senior city scholarships are awarded chiefly on the results of the Higher School Certificate Examinations, some of the objections that arise could best be dealt with by reforms of these examinations, reforms which are even now on the horizon, as it is proposed that special scholarship papers shall be set, to be taken (in addition to the ordinary papers) by those candidates only who wish to compete for a scholarship. "To compete for a scholarship"—that is the crux of the matter! In 1921, the Board of Education drew up this admirable regulation: that in order to be eligible for, an award a candidate "must pass a 'second examination' and be nominated by the examining body . . . as having reached a standard giving reasonable expectation of obtaining an honours degree." Competition was scarcely hinted at in 1921: to-day nearly every candidate could be certified as eligible under the above condition, and yet the examination has assumed such a highly competitive character, that a very minute percentage of the "eligible" gain a State scholarship, a condition of things almost inevitable as long as the demand for scholarships so completely outruns the provision. However, taken as the sole scholarship test, the Higher School Certificate Examination would not lay an undue burden on the candidates, if these unfortunate beings, especially the girls, did not have to race from university to university in their zeal to raise the wherewithal for a three years' course at Oxford or at Cambridge, or indeed at many of the residential colleges up and down the country, in short, to find the "golden key" which will open the door of the university of their first, second, or third choice.

The variety in type and matter of university scholarship examinations constitutes one of the great difficulties in the organization of sixth form work, particularly in the smaller schools, where very careful consideration has to be given to the question of the claim of the individual girl of promising

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ability on the time of a limited staff, if the rest of the sixth form is not to be sacrificed. On the other hand, it must be admitted that the women's colleges of Oxford, Cambridge, and London have great difficulties to face, in that the number of candidates almost ludicrously outnumbers the number of scholarships, and in order to sift and to select, the requirements and standards are pushed up and up, until there is a serious risk of a sixth form, in its legitimate quest for " the golden key " for its girls, becoming a forcing-bed of immature mature scholars, whose plant has shot up to a precocious height before its roots have been firmly laid in good soil. The different colleges have apparently believed to a great extent in variety of type in their tests, and this faith necessarily complicates the situation, and we in the schools, who prepare the girls, have doubts, which are growing into a conviction, that the colleges are not always getting the best material.

Careful investigation of some of the papers has been made from time to time, and the investigators have been aghast at what has been expected from girls of 18 or 19 years of age, at questions which, to be answered satisfactorily, would tax the scholarship and ingenuity of a post-graduate, and which, answered in any other way, are almost bound to set a premium on surface brilliance and mental gymnastics. In conference with the examiners, the reason given for these unsuitable questions becomes almost monotonous : " But without these searching questions how are the colleges to discover the outstanding candidates from among the numbers with which they have to deal ? " Again, it is clear that the difficulty arises out of inadequacy of scholarships, and to some extent of accommodation. But still the doubt persists as to whether these so-called " searching questions " do reveal the best candidates, and those who organize sixth form work are conscious that great risks are inevitably incurred in connexion with these highly advanced scholarship tests : superficiality is one of them ; overstrain or staleness are others which sometimes lead the scholarship winner to waste a considerable portion of her first year at the university. This year should be a time of keen intellectual stimulus and scholarly enjoyment, but how often it is our experience to hear that in the last year at school the girl has covered far more ground and done more advanced work than in her first year at the university.

It may be said of such a girl that she lacks vision and understanding, but the fact remains that her scholarship work has frequently led to staleness and consequent lack of interest, so that she would willingly change her subject, and does occasionally actually succeed in doing so. It is true that the university authorities often say that they would prefer less intensive study and, consequently, fresher minds, but it is difficult to see how some of the questions set could be tackled at all without an exceptional amount of knowledge, both of an extensive and of an intensive kind. In the meantime a good deal of mental indigestion must be the result of this scholarship diet.

But it is futile to use merely destructive criticism, and the matter is urgent, for the conditions laid down and the standards set up, especially those in vogue at the older universities, are affecting not only the prospective university students, but also the schools in general, since the highest work attempted in a sixth form tends to set the pace.

It will have been inferred, from what has been said, that the highly competitive nature of the examinations caused by the race for scholarships is responsible for some of the evil, but I do not believe that a more adequate number of scholarships would entirely cure the disease, though it might mitigate it. To eradicate the evil, one must go to the root of the matter ; in other words, investigate, reform, and, if necessary, throw overboard much of a system which has outgrown itself. First of all, examiners and teachers will acknowledge that no girl at school, no potential scholar, should be so entirely absorbed by her special academic work that she has no time or thought to give to other studies (*e.g.* literary, scientific, artistic, musical), to games or other hobbies and interests, and to other duties at school or at home. It has been the pride of those who have the true welfare of women at heart, that the path of education in girls' schools should be broad, that the vistas on which it opens should be varied, that an ideal of intensive and of extensive study should be aimed at, but—in order to reach this goal, the cost tends to be too great for some of those at least who need scholarships.

We have to envisage the case of the candidate who must try for a local and State scholarship on the results of a Higher School Certificate Examination and for a university scholarship at one or more of the colleges at Oxford, Cambridge, or London. She may possibly have to sit for four or five scholarship examinations within one year, examinations with a variety of requirements in regard to subjects, syllabuses, &c. What can be done ? The obvious answer is to simplify the variety of requirements as much as possible—by no means an easy task, but one that up to the present has not been taken in hand seriously enough. It should not be beyond the wit of examiners to come to some agreement in the matter of fundamentals, and of the stress to be laid on them. Although this aspect has not been wholly neglected, there might be a more thorough review of the whole situation, and at the same time a consistent effort should be made, even in these fundamentals, not to expect candidates to cope with matters entirely outside and beyond their experience. All would admit that an exceptionally high standard of achievement should be required of scholarship candidates, but is it wise to attempt to ensure this by means of a type of work which would naturally come years later ? Colleges may well be defeating their own ends by an artificial straining at the impossible.

A further test, in addition to that of the fundamentals, is, of course, necessary, but again questions set should be within the scope and experience of girls of real promise and ability, and it should be possible to allow candidates an opportunity for giving evidence of those wider interests to which school-girls may devote at least one-third of their school-time and be in consequence all the better students at the university. This again is being " tried out " by some of the colleges, but not yet very successfully, and there is room for a great deal of sane and practical research in this direction.

Then there is the very difficult question of the conditions under which scholarship examinations are taken. It should be acknowledged that a great deal has already been done for the convenience of the schools, since candidates can in most cases take the written papers at school and are only required to travel up to the university, if they have qualified for the oral examination. This is a welcome and much appreciated concession, but there are other ideal conditions which might help to produce better scholarship work. In England, in spite of rubrics to the contrary, we still appear to lay too much stress on quantity rather than on quality, and a scholarship candidate is rarely able to tackle papers at her leisure ; the ground to be covered within a time-limit looms so large in her mind's eye that she tends to feel harried and hurried, and, as scholarly people are often temperamental and highly strung, this feeling of pressure is inimical to the production of really scholarly work. Could *we*, with our riper experience, produce our best work under these conditions ?

The atmosphere described by the author of the article on classics suggests an ideal desirable but unattainable, at present, in the scholarship examinations held by the women's colleges. He writes : " I remember sitting at an Oxford college where we walked to the end of the hall and fetched a cup of tea, which we drank during the first contemplation, almost leisurely, of our afternoon paper." The purpose of this amenity was surely very good, for it must have helped to create conditions as natural as possible, and consequently conducive to the production of the highest quality

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of work. A cup of tea may not be essential, but a sense of leisureliness, engendering calm contemplation, is of the highest importance. To attain this end, the papers set would need to be very much shorter—midway perhaps between the English and the French practice—giving ample opportunity for uninterrupted thought and for the unhampered choice of the right words in which to express those thoughts, and even allowing time to cast aside the first attempt and to embark on an entirely new course without imperilling one's chance of success.

And lastly, before concluding these few and somewhat disjointed remarks, I should like to make an urgent plea for the serious consideration of an additional form of scholarship test, which has, I believe, great possibilities. A ripe scholar is judged, not merely by his knowledge and by his capacity for thought and expression, but also by his power to use a book or books which he sees for the first time. This power is at present disregarded in the scholarship examinations, and in the relentless struggle to prepare sufficiently widely for the intensively searching questions on work which is more or less set work, the habit of learning to use a book by oneself in school-time tends to be pushed into the background. An examination test of the power of a candidate to use a book would act as an incentive to private study and could remove some of the burden which is laid on the memory, and might prove a welcome aid in the difficult task of sorting out the best candidates which after all is the aim of the universities and colleges.

With regard to the methods of marking scholarship papers, it is, of course, impossible to see behind the scenes, but I believe that some examining bodies adopt the practice of marking by letter; others that of marking by number. The former seems the better method for the purpose of the selection of the most brilliant scholars, but, where numbers are great, it is no doubt difficult to keep an even standard, and in this case a letter with a numerical connotation, to be used when necessary, is perhaps the best solution. So far as one can judge, examiners appear to be on the whole very fair and careful in their allocation of marks, and the awards are generally justified by subsequent work. It is easy to appear either hypercritical or unconscious of the great efforts which are being made by the universities to discover the real scholar; it is not difficult to make a good case against the competitive system; it is true that the inadequate number of scholarships is a real hurdle in the way of reform, and some of us feel that examiners are frequently not sufficiently in touch with school conditions and with the limits to the healthy mental development of girls of sixth form age.

To sum up: as has been said, a high standard of achievement should be required, but it should be of work within the scope of the candidate, conditions should be as normal as possible, in other words more leisurely; further, a great advance would be made if more opportunity were given to the candidate to show the different sides of her capacity as a scholar, and if within her last two years she were not obliged, in her quest for "the golden key," to cover the extensive ground entailed by the varied syllabuses and regulations of the examinations for which she finds herself required to enter.

Great Britain has just cause to be proud of the fact that her educational ladder, even if it be difficult to scale, is a reality. A large number of girls (and of boys) who have begun their education at the primary schools, have gained admission by means of scholarships to the secondary schools, and from there have gained further scholarships to enable them to enter the universities where, at the end of their course, they are often found to have been placed in the first class. Our scholarship system is therefore by no means altogether bad; in some respects it is indeed very good, particularly on account of its elasticity; but it is not yet perfect enough to remain stationary. It urgently needs some reforms, which, if carried out with vision and sanity, would result in great improvements.

The Principles and Conditions Governing Admission to Secondary Schools *

By F. R. G. DUCKWORTH, M.A., H.M. Chief Inspector of Secondary Schools

THE subject with which I have to deal is so very complex and difficult and so wide in its range that I propose to confine my attention only to those examinations for which local education authorities are responsible, and, within that area, only to one or two points with which I happen to have been rather specially preoccupied in the last year.

Since this is a gathering of teachers from many lands, I suppose that I ought to begin by reminding myself that in this country we have decentralized the control of education and that there is no one authority which prescribes the form to be taken by the examinations which govern admission to secondary schools. One important consequence of this decentralization is that there is a very wide variety of types of examination, but still there are certain features which are common to a very large number of these examinations.

One might say, for example, that the subjects of instruction generally selected for examination are English and arithmetic. The examination in English includes, as a rule, the writing of a composition. Generally, there are arrangements for preventing the age of a candidate from counting either too much or too little in his favour. It has been found, as I suppose everybody here is aware, that an extra six months at school between the ages of 10 and 11 usually gives a candidate of 11 years and 9 months a considerable advantage over one of 11 years and 3 months. In addition to that, in the type of examination that I have in mind (so far as we can distinguish types), some attempt is made to take into account the opinions of the teachers in primary schools as to the suitability of the candidates who are sent up for this examination.

The task is essentially one of selecting suitable material for secondary schools, and it is in that aspect that these examinations have, for the most part, been considered, but I think that attention is now being turned, more than it has been in the past, to the effect that these examinations are having upon the primary schools.

Before attempting to find the answer to the question as to what is the effect upon primary schools, one has to remember the tremendously increased demand for secondary education in this country which has developed since the War, because that means that the competition for places in secondary schools has become very fierce indeed in certain parts of the country. One has to remember that, taking the country as a whole, it is (I think I am right in saying) about one child in every seven children of a given age who is going to find admission to a secondary school. Now taking what I described just now as the normal type of entrance examination, a serious consequence follows from this fierce spirit of competition, namely, that a good deal of pressure is bound to be exercised upon the primary school to do two things; first, to pay rather particular attention to the two subjects of instruction which are measured in this examination, *i.e.* English and arithmetic; secondly, in some cases at any rate, to provide special preparation for the more promising pupils, in the form, it may be, of extra lessons or extra coaching.

To that special preparation a name sanctified by long usage has been given; it is generally called cramming. I do not say the practice is universal; it certainly

* The opening address at the Seventeenth International Congress of Secondary Education. Synchronized Educational Conferences. Oxford, on August 12, 1935.

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is not. Competition is not equally fierce in every part of the country. Then, again, there is a great number of primary teachers who have the courage and the strength of mind to resist the temptation to cram their pupils when cramming is likely to be harmful. But there is the temptation, and there is the pressure from parents who are desperately anxious that their children should be admitted, and, so long as there are that temptation and pressure, there is obviously the danger of perhaps undue attention being given to one side of the curriculum of the primary schools. That curriculum may suffer some degree of distortion, in so far as, let us say, English and arithmetic receive such attention that other kinds of activities, perhaps more profitable to the bulk of the pupils, may come to be neglected.

The simplest way to remove this danger would be to eliminate the competition by providing a sufficient number of secondary schools to take in all the children who wish to enter them. But I am afraid that is not very likely to happen, at any rate for some years to come. Whatever may be the arguments for or against it, the fact remains that entrance to secondary schools is a matter of selecting, and that fact is likely to remain for the present.

The other obvious remedy is to provide such an examination as will defeat the crammer, as will remove the temptation to give special preparation and so forth, because that special preparation will be of no avail. I am afraid, so far as I can understand from talking to a large number of people who have long experience in the conduct of these examinations, that the chance of anybody being able to devise a test of attainment in English or arithmetic which will be completely proof against special preparation is very slender indeed, but to some extent the evil can be and is mitigated by the questions in the two subjects that I have mentioned, being so framed that they will not make demands such as cannot reasonably be met by the average pupil of, say, 11 years old in a primary school. Some examining authorities have, I think, achieved a fair measure of success in that direction. But I am not quite sure how far it is realized that, in order to make certain that a question does not demand more than can reasonably be demanded, it is really necessary to try it out in another area. Incidentally, I might remark that our system of decentralizing the control of these examinations makes it particularly easy for one examining authority to try experiments in the area of another examining authority, and that practice is, perhaps, rather on the increase, though I think it could be, with great advantage, developed to a much larger extent.

Perhaps the question may be asked: Is not it possible to eliminate the examinations in English and arithmetic? As a matter of fact, that has been done in one part of the country, where the examination, I believe, consists almost entirely of an intelligence test. Here I approach a very hot corner indeed, and I shall proceed to execute a lateral movement! All I want to say about intelligence tests is this. First of all, the opposition to them is clearly far less formidable than it was, let us say, ten years ago. I think it is true that more and more examining bodies are introducing the intelligence test as a part, at any rate, of their extrance examination. The opposition to the tests comes, to some extent, from people who have very little acquaintance with them, and who, on this or that ground, believe that intelligence is not susceptible of exact measurement. Perhaps it is unfortunate that these tests ever received the name of intelligence tests, because no two people, so far as I have been able to discover, apart from these tests, seem to understand the same thing by the word "intelligence."

There are only two other remarks that I feel tempted to make on this occasion about intelligence tests, but I think they are important, although they may be obvious. The first is that where intelligence tests are used they should be properly standardized tests, and the administration of them should be in skilled hands. Where those two conditions are not observed—and I have come across examples in which they are not observed—intelligence tests certainly do far more harm than good. The second remark I want to make about them is that, even if all the doubts entertained by serious thinkers with regard to intelligence tests could be removed, I am not at all sure that one could, at any rate at present, accept them as the sole criterion. I think there are several reasons for that, but one of the more obvious reasons is that they do not set out to measure anything but certain intellectual potentialities. I am dealing now with tests so constructed that one might expect them to defeat the object of the crammer, the person who gives special preparation, or of the person who has perhaps slightly distorted the curriculum in his primary school.

That leads me on to the only other criterion which would seem to be in any degree proof against the insidious activities of the crammer, and that is the opinion of the primary teacher. Some people have maintained that the business of selecting children for admission into a secondary school should be handed over entirely to the teachers in the primary schools. People who have studied the matter are agreed that the judgment of a wise and experienced primary teacher is very much more reliable than any examination which is known to us at present. Among the people who hold that opinion, I could name one or two highly distinguished psychologists who have had a great deal to do, for example, with the administration of all kinds of tests, including intelligence tests and objective tests of attainment. As a matter of fact, some evidence on this point as to the reliability of the primary teacher's judgment accrues from some investigations carried out quite recently by a group of my colleagues, and, at the risk of taking up more of your time than I am entitled to take up, I would venture to say a word or two about that subject.

The investigation was carried out on the following lines. A written examination and an intelligence test were devised to be administered to 10,000 children in primary schools. A great deal of care was taken in the drawing up of the questions. They were previously tried out in an extra-metropolitan borough, and the questions were modified, added to or deleted, in accordance with the experience gained there. The intelligence test was a standardized Moray House test. Before the written examination and the intelligence test were taken by these 10,000 children, the head teacher of every primary school which submitted candidates was asked to arrange his candidates in an order of merit according to their presumed fitness to profit by the education in a secondary school. The written examination and the intelligence test were then taken, marks were given, and an order of merit was drawn up on the combined written examination and intelligence test. That order of merit was then compared, for each school, with the ranking, or order of merit, drawn up by the head teacher.

I am not going to give you a large number of figures which it might be difficult to remember, but the following points are perhaps worth noting. The two orders of merit were compared by means of a correlation formula, and it was found that 17·9 per cent of the cases compared gave a correlation of ·9 or better than ·9; 46·3 per cent gave a correlation of ·8 or better than ·8, and only 9 per cent gave a correlation of the order of ·5 or less than ·5. The next stage was that it was decided to pretend that this examination had actually been used to govern the admissions to a secondary school, and lists were made out of the pupils who would have been admitted it if really had been such an examination. Those lists again were compared with the rankings of the head teachers. In this case also it would take me too long to give you complete details, because a very large number of schools was involved, but, out of a particular batch of 720 children who had been ranked first or second by their primary teachers, 600 would have gained admission to a secondary school. Speaking generally, and leaving details aside, the primary rankings agreed very much

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better than had been expected, I think, by anybody, with the order of merit of the written part of the examination.

Another point which is worth noting is this, that the teachers who were asked to rank their children had never attempted anything of that kind before; they had not had practice or training in the matter.

Supposing that we had wanted to govern admissions to secondary schools wholly by the ranking, and to cut out the written part of the examination altogether, what could have been done? You come at once into this very obvious and familiar difficulty: if you take Tommy Brown, who comes from primary school "A," and you find that he has been put by his primary school teachers as No. 1 on their list, and if you take also John Smith, who is first on the list of school "B," how are you going to compare those two? You know, let us suppose, that school "B" has, as a matter of fact, a much larger number of really intelligent and promising pupils than school "A," and you can feel fairly certain that Tommy Brown, who is first on the school "A" list, would not have been first on the list of school "B," but where exactly he would have been on the list of school "B" it is almost impossible to say. That is the first difficulty in handing over the whole business of selection to the teachers in the primary schools, and it is very difficult to see how it can be overcome. Obviously there are other very great difficulties in the way of handing over the whole business of selection to the primary teachers. But, short of handing over the whole business to them, I think that nearly everybody nowadays is agreed that far more weight ought to be given to the primary teachers' opinion than is given as a rule.

There are one or two devices for translating the primary teacher's estimate into marks which can affect the final order of merit on the rest of the examination. None of them has been really adequate, and I have to confess that I have no solution of the problem which I can propose at the moment, but I am certainly not without hope that a solution can be found. There are a number of people at the present moment, including some colleagues of mine, who are trying out various methods in different parts of the country, and I think that there is a very good hope that some means will be discovered before long of enabling more weight to be given to the judgment of the primary teacher.

I should like to emphasize one point which, perhaps, I ought to have dwelt upon before. The primary teacher's estimate, I think, will almost certainly be based not only on the boy's intellectual potentialities or attainments (if I may be forgiven the word "intellectual") but also on the degree to which he shows that he possesses other qualities necessary for success in a secondary school. That is extremely important. We realize now, and I suppose we have always realized that it is not only that elusive quality called intelligence that counts, but that certain other qualities, which some people call moral qualities, are also important if the child is to get the full benefit of the education which a secondary school provides. Of those other qualities, moral qualities, or, if you like to call them so, temperamental qualities, no test, so far as I understand, which is even as satisfactory as the intelligence test has yet been discovered, although a good many tests have been investigated.

I began these remarks with a consideration of the influence of the extrance examination upon the work in the primary school, and I have been considering various means which might or might not be possible for preventing that influence from being harmful, or preventing the risk of its being harmful, and I have suggested, directly or by implication, that there is much to be said for continued investigation into the possibilities of intelligence tests and of school reports, but, in dealing with that point, I have also implied certain things with regard to the reliability of different tests. I might be allowed to trespass on your patience for a minute or two longer in order to say one or two things about this question of reliability.

Roughly speaking, the reliability of an examination in this context might be taken, I suppose, to mean its capacity for giving you two readings, as it were, which will be true readings, which will indicate something constant. That is the test of the examination considered as a measure, and the problems arising out of that are as familiar as they are difficult. How far can you be sure that an examination, however perfectly devised in itself, taken once and once only, let us say on April 5 and 6, 1935, can be regarded as reliable? Can you be sure that, if that very same examination had been taken by the very same children not on April 5 and 6, 1935, but on May 5 and 6, 1935, the children would be arranged in the same order of merit? Or, supposing that you devised two examinations, equal in difficulty and of a similar type, and gave one of them in April and the other in May, how far could you be sure that on both occasions the children would come out in the same order?

I think it would be a very bold man who would say of any examination with which I am acquainted that, administered on two occasions to the same children, it would give the same results. Doubts certainly have been entertained on this head. I do not know how far in other countries any attempt has been made to measure that kind of reliability in an examination, the reliability of what one might call a one-shot or a snap-shot examination, but in this country quite recently, by the same group of colleagues to whom I referred just now, some investigation has been attempted of this problem.

The investigation was carried out with the help of Prof. Godfrey Thompson and of the Director of Education of one of the extra-metropolitan boroughs. It began with the construction of a number of attainment tests, which, so far as could possibly be secured, were of equal difficulty, and these were taken at intervals of four months during the whole of one school year, that is to say, there were three of these tests taken at intervals of four months, by 1,700 children between the ages of 10 and 11. If the whole of those examinations had been treated as though they were an instrument for selecting out of those 1,700 children 106 for admission to secondary schools, 61 boys and 55 girls, the results would have been as follows. (I shall speak of success in the examinations as passing the examinations.) If you looked at the lists of marks that were produced as the result of these multiple tests, to find out to what extent the same children passed each time, you would find that 40 boys passed each time, 18 boys twice, and 27 boys passed once only. Therefore, out of the 61 who would have been selected for admission on these combined three tests, you can say that, on the average, 40 would have been what you might call dead certainties, 12 would probably have been good choices, and 9 would have been doubtful choices. Of the 55 girls 28 would have been dead certainties, 16 good choices, and 9 doubtfuls.

Summing up, one could say that, even on this careful multiple test, it is only in respect of 66 per cent of the boys and 50 per cent of the girls that there is any certainty that the children ultimately selected were undoubtedly right choices, that in respect of 20 per cent of the girls and 15 per cent of the boys the selected candidates would have consisted of children who, judged by one of such tests, would have failed; 20 per cent of the girls and 15 per cent of the boys would not have gained admission to secondary schools if they had had only one test instead of three tests.

I am not going to labour that point any further. I think I have said enough to show that, to put it mildly, it does cast some doubt upon the reliability of a single examination.

There are just two things which I might say in bringing my remarks to a close. The first is, that the more I study the problem, the more I am baffled by its complexity and the more convinced I become of my own ignorance. Secondly, I have arrived at the conclusion that, since it is not only I who feel baffled and ignorant, it will obviously be a long time before we can find a satisfactory solution, under present conditions, of the problem which we have been considering. I believe that, while the different points with

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which I have been dealing and other similar points will have to be considered very closely by people of experience in this matter of examining, there is one piece of work which could be done profitably not only in this country, I venture to suggest, but in almost any other country, and which in this country certainly has been neglected : that is the very simple business of following up the successful and the unsuccessful pupils in their subsequent careers, whether in secondary schools or in other schools. That is really the important thing. What we want to devise is not a logically beautiful structure which will satisfy the aesthetic susceptibilities of the statisticians, but something which will really work, and it does not matter in a sense how untidy it may be or even how illogical it may seem to be. We want to find out what is working better and what is working worse, and, when we have found that, I think we shall have some guarantee that we can go ahead with a certain degree of confidence.

Commerce and Modern Languages

By Prof. E. Allison Peers, M.A., University of Liverpool

At the end of last June, a report was issued by the British Association for Commercial and Industrial Education which should have far-reaching effects in the schools of this country and important repercussions in the world of business. The Committee which drew it up, under the chairmanship of Sir Robert Waley-Cohen, was empowered to consider possible improvements in " the methods of giving prospective and actual recruits to commerce a competent knowledge of modern languages and an acquaintance with the civilization and culture of the people using them." As a starting-point, it was instructed to take the now almost classical report of the Government Committee on Modern Studies of 1918 and relevant recommendations of the Committee on Education for Salesmanship issued twelve years later.

The Committee set up by the Association was a large one ; if it was not actually the largest of its kind ever appointed, its membership was certainly the most diversified. About half its members were business men representing a very wide range of interests, while among the remainder were principals of well-known schools, both secondary and technical, university teachers, inspectors of schools, representatives of learned societies, vocational associations and many other bodies whose work was to come directly or indirectly within the scope of the committee's inquiries. Quite apart from the probable value of its report, the appointment of the Committee was a step in the right direction ; for seldom, if ever, before had groups of representative business men and modern language teachers respectively spent so long a period together discussing their common problems. It seems a pity that some permanent joint committee of this kind should not be established, to meet at intervals and survey the situation now under review in its later developments.

The Committee's report, though of less than twenty pages, is extraordinarily comprehensive. Its principal evidence was supplied by 137 firms and business organizations, representing nearly every important industrial area in Great Britain, who sent written information as to the way in which their need for persons able to use foreign languages is being provided. From their contributions, and from other testimony, a number of conclusions were drawn as to the present position. While in some areas foreign languages are well taught, the state of affairs in many parts of the country (perhaps in the country as a whole) is not satisfactory. School instruction is often found insufficient, and some firms supplement it by further instruction and training. It was found that, for various reasons, the proportion of employees who are able to make considerable use of foreign languages is small—perhaps smaller than is generally imagined.

On the other hand, it was clear that the number of firms which undertake direct export trade on their own account has, ever since the War, been steadily growing. Statistics, again (which I can confirm from further personal investigations), show that a large percentage of men and women engaged in business attend evening classes in modern languages for purposes of pleasure or general culture. It would probably surprise many educationists to know that at three large commerical schools only 17·71 per cent of the modern language students took courses in order to " get a rise " in salary or status and that 76·46 per cent did so without any reference to business requirements. This is a distinctly encouraging discovery, and should do a little to dispose of the myth that the English are bad, or unwilling, linguists.

Evidence showed that the most important language for commercial purposes is French and that the next most important are German and Spanish. But investigations into educational statistics proved that (in the words of the report), " too little attention is being paid in schools to the teaching of German and far too little to the teaching of Spanish." At the School Certificate Examinations of 1933, over 65,000 candidates offered French, 6,000 offered German, and a meagre 1,100 offered Spanish. Of the seventy-nine secondary schools maintained or aided by the London County Council, all teach French (and all but one as the principal foreign language), fifty-two teach German to a limited number of pupils, while only twelve teach Spanish, eleven of them solely to post-matriculation classes. " It is hoped," the report remarks, " that the education authorities will take steps as quickly as possible to remedy these obvious deficiencies."

Of the main recommendations of the report, which are too numerous to be discussed in detail, I should like to select four for special comment, the italicized words into which each recommendation is condensed being my own.

1. *There should in general be more modern language study in every kind of school, and the work done should be of a more comprehensive nature.* The first part of this proposition is implicit in what has already been said. In laying down the second part the Committee chiefly had in mind the universities, which have usually more time allotted to each language than the schools, and also have smaller classes, more mature pupils and better qualified teachers. " In the opinion of the Committee, the language teaching provided in universities is not always sufficiently realistic ; it welcomes, therefore, the provision, by some universities, of honour courses in which the contemporary institutions, civilization, economic life, literature and language of the foreign country are studied."

It might be added, and it is certainly a matter for great satisfaction, that the schools are also moving in this direction. In secondary schools, the widening of the requirements of Higher Certificate Examinations, the influence of summer schools held abroad on the teachers, and of school journeys abroad and pupil-exchanges on the children, and probably also the influence of the broadening of university curricula have all had a beneficial effect. For evening schools, with their severely limited hours, with teachers who are not always as well qualified as one might desire, and with pupils who come to class tired after a long day in the office, any broadening of the curriculum is very difficult. In French, however, to my own knowledge, much good work of this kind has been done in fourth-year and fifth-year classes : sometimes, also, in German and Spanish. But it is worth noting that, though it is in the evening school, of all places, that the need for courses on contemporary

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life and institutions is felt, it will never become possible to provide them to any large extent for the less-taught languages until more instruction in these is given in the day-schools which evening-school students have originally attended. For, if such a student is prepared to spend four years on, let us say, Italian or Spanish, and has already been through a two-year course in the language at school, he will obviously be ready, and probably anxious, to learn something of modern Italy or Spain, at a stage at which the student who has had to begin at the beginning will be unprepared to do so.

2. *Modern language study should be practical, but not, as a rule, narrowly commercial.* The notion that there are two kinds of French—" French " and " commercial French "—dies hard in a country which in practice, if not in theory, still recognizes " commercial English." In its opinion that " a central or a secondary school ought not to teach ' commercial ' French or German " the Committee will receive the support of at least the larger business houses, for a commercial vocabulary and phraseology can only properly be superimposed upon a sound knowledge of the modern language. A commercial school, adds the report, which is attended by students who have already a grounding in the language, may very well undertake this. It is to be hoped that the latter part of the recommendation will not be adopted by any schools which are not sure of the efficacy of their grounding.

That the Committee should have thrown its weight on the practical side of modern language teaching will be welcomed by all, for even university professors, who once had a reputation for absent-mindedness and unpractical idealism, are now reformed characters. Since some of them are responsible for papers set in the First School Examination, they will be interested in the unanimous view of the Committee " that the various bodies responsible for this examination would be rendering a great service if they could devise means of attaching more importance to oral proficiency." The report is here following in the line of progress which has been increasingly attained during the last twenty years. The perfect School Certificate Examination syllabus in modern languages has not yet been devised, but we are much nearer to it than we were before the War, to say nothing of the time of *Der Sprachunterricht muss umkehren.*

3. *More should be taught of languages other than French.* Here the committee has clearly been influenced by the Salesmanship Committee reports, and it would be instructive, did space permit, to contrast its findings with those of the Prime Minister's Committee of 1918, which, though considered quite outspoken at a time when " modern languages " meant practically everywhere either " French " alone or " French-with-a-smattering-of-German," has now been outstripped in practice, and still more so by progressive theory.

The report recommends that a " large proportion of secondary schools should make proper provision for teaching two foreign languages as living spoken tongues." A special paragraph is devoted to Spanish, which is still so greatly neglected by our conservatively-minded educational authorities, largely because it " needs greater support from public opinion."

" It is the language of over eighty million people, some three-quarters of whom are to be found in the Spanish American republics—an important field of world trade. . . . Since Spanish, both grammatically and phonetically, is a simple language, great progress can be made in it in a comparatively short period, and it is desirable that this fact should be more generally known."

Russian, which made so promising but so short-lived a beginning about 1915, is also given a prominent place, tribute being paid to the fine School of Slavonic Studies in the University of London, which " is greatly prejudiced by the almost complete lack of any preparation in the schools." There appear to be only two secondary schools in the country which teach the language. The report makes the eminently practical and moderate suggestion that " in each university centre there should be at least one good school which offers the teaching of Russian at the post-certificate stage." This could certainly be achieved with no great difficulty, and it is to be hoped that the suggestion will prove fruitful.

Portugal and its former colony, Brazil, have between them over fifty million inhabitants. Yet Portuguese, an easy language to master, is even more completely neglected than Russian. It is " taken by but a handful of university students, by no secondary schools, and by but a bare hundred evening students "—an astonishing confession of our national short-sightedness. A valuable paragraph deals with Oriental languages, " first-class teaching " in which is provided by the School of Oriental Studies in London. It is now generally recognized, that a great deal of time and trouble is saved if a man proceeding to take up a post in the East receives, before he leaves this country, a preliminary training in the language he will require. This is also true of other tongues, but the comparative rarity in this country of schools of Oriental languages will justify this particular example having been taken.

4. *Foreign language studies should be further developed in evening schools.* Too little of the praise which is their due has been given in the past to these schools, which, as I have pointed out above, have to contend with obstacles unknown in schools of any other type. One of these obstacles, lack of time, is boldly met by the report. Two hours weekly (the maximum in all but a few such schools) " is insufficient for the effective study of a language " and four-hour courses are recommended, students to be urged to proceed to them direct from school where possible. A few such courses are already provided, thanks largely to the generous co-operation of certain business houses, which reimburse parts or the whole of the fees paid by their employees, offer bonuses for good attendance, and sometimes even allow students to attend classes held between noon and 2 p.m. by giving extended luncheon-leave for this purpose.

Without having been able, for lack of space, to comment upon all the Committee's recommendations, or even to treat any of them with the fullness they merit, I have endeavoured in this article to emphasize those which appear to me the most noteworthy. As a member of the Committee who was able to sign the report without reservations, I feel very strongly the importance of its being taken up and considered in detail by educational authorities and associations, by business organizations and by all individuals who are in a position to help make it effective. Any university teacher of modern languages in a great commercial and industrial city knows, as I know, how much ground we have lost in the past through our indifference to foreign language study, and how much we may very well lose in the future. Nor is this all. World-peace and world-friendliness have become a necessity of civilization; if they cannot be attained to-day they must at all costs be accomplished to-morrow. Foreign language study, in the wide sense in which the Committee interprets that term, is probably the surest single means to that end, since to speak to a foreigner in his own language is to take the first and longest step toward understanding him.

Looked at in this way, the work of the Committee is revealed as a task, not merely of great national utility, but of the very highest international importance, and the privilege, which in the near future may be given to many, of aiding its realization, becomes also a bounden duty. The " war which will end war " is not a war against any nation, or group of nations, but against the insularity, conservatism and indifference which have bred in ourselves an attitude leading with fatal ease to international misunderstanding. The war will, in the nature of things, be a long one—it may well go on for generations. But even if the victory cannot come in our own lifetime, it surely behoves all men of good will to " enlist to-day."

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Class-room Crosswords

By CHARLES RACE, M.A., Classical Master, Grammar School, Wolverhampton

IN a recent competition in the *Observer*, a reader lauds the crossword puzzle on the grounds that it "enlarges the vocabulary and teaches the true value and relation of words." So if ever H.M. Inspector enters my form-room and finds me teaching neither Caesar nor the ablative absolute, but inciting my thirteen-year-olds to guess a fifteen-letter Latin word beginning with four prepositions and ending with "bile, jaundice, choler, or indignation," I hope he will credit me with trying to enlarge vocabularies and teach true values. I hope so. Inspectors are kindly men, and must look with compassion upon efforts to enliven what some one is supposed to have called "the grand old fortifying classical curriculum."

For my own part, I should not like to claim absolute infallibility for the paradox that a Latin crossword will teach a boy

> "more of man,
> Of moral evil and of good,
> Than all the sages can."

I should not even care to assert that it will teach more Latin grammar than a Latin Grammar. But when rival schools assert and deny, with varying fortunes, the "function" theory of education, some claiming that grammar-drill trains the mind in orderliness, and others replying that it trains the mind in nothing but grammar, some indulgence may perhaps be shown to those who harness the crossword to the pedagogic plough, though their only defence is that the crossword teaches boys a few new words "without tears." My own boys frequently remind me that I have promised them a crossword "ere long," or "eftsoons," or "if the form averages over sixty per cent on the next prose," and so I set to work and construct an amateurish eleven-squares-by-eleven affair that the form enjoys solving. My Saturnalia occur perhaps twice a term, usually when the form is decimated by the claims of the O.T.C. or some other body that takes one boy and leaves another, thus making impossible any work that carries marks with it.

The making of some sort of puzzle is not a long affair. Third form boys do not object to crudenesses in the pattern, or to the presence of very short or mutilated words. It is when the crossword has been composed that the donkey-work begins. Another *Observer* competitor praises the crossword because it "needs no paraphernalia." Unfortunately mine do: the whole birdcage of criss-cross lines has to be transferred to the blackboard. A boy usually helps me to fill in the numbers across and down, and several others are always willing to point out that we have missed a number after 10 across, and help rub out thereafter. And then the clues have to be written up. But when this is done the fun begins.

The two chief Latinists of the form are appointed captains and, after choosing two teams, toss for first go. If H.M. Inspector ever enters at this stage in the proceedings I hope I shall have the presence of mind to be found informing my audience that "the Latin word for a penny was *denarius*."

The game begins by any member of the winning side calling out what he thinks is the answer to a clue. "Sir! 22 across—*Nomen*, Sir." *Nomen* it is: *nomen* is chalked in. The boy's side scores a point for a correct answer and has the right to another go. When it gives a wrong answer, or takes more than a minute to give any answer, the opposing side has its innings. At times the fun waxes high. A boy in Saville's team guesses a word —all right but for one letter; the turn passes to Pearson's team; five boys simultaneously call out the correct word; the boy who was three-quarters right feels himself unpopular; meanwhile boy after boy on Pearson's side guesses word after word and scores point after point. On the other hand, there are times when both teams sit dumb. Nothing is to be gained by letting them scratch their heads or grin at their opponents from behind their North and Hillards, so I chalk an odd letter or so in arbitrary squares, and let them begin again. When only a few words remain to be guessed, the atmosphere becomes charged. Often one side is losing say 8–13; a boy makes a lucky hit; only five words are left; each correct guess makes the next word more obvious; point after point is scored; the enemy sit wild with annoyance because they know the correct answers as well as any one; with bated breath the wise dullards sit listening to their nervous chieftains, till at last an exciting victory is scraped by some fifteen points to thirteen.

In this warfare all weapons are lawful save dictionaries. Consultation is allowed, but all conversation is carried on in whispers to prevent the enemy from overhearing. I find my boys pathetically easy to please. A prosaic clue like "14 ac. 3rd pers. pl. of a 2nd. conj. vb. = *terruerunt* excites them almost as much as the more elegant "highest claims to be a little beast" = *summus*. And when on the last afternoon of last term I regaled the form with a monster 15 by 15 puzzle, there was great rejoicing amongst the ranks of the Pearsonites simply because one squeaky-voiced infant, opening his mouth for the first time, piped forth, "5 down, sir. Please sir, *in-ex-super-a-bilis*, sir!"

The following is a most unpretentious crossword that a third form (perhaps with a little help—odd letters supplied here and there) should do in under half an hour.

CLUES

ACROSS.—1. Hero (2 words). 7. Black. 8. What we step across. 9. So after five is life. 10. Cavalry units. 11. Pig. 12. Adverb that is a machine in English. 14. Gives the reason. 17. A learned lady. 18. Groans. 19. How an india-rubber vanishes.

DOWN.—1. The beauty of 11 across. 2. He thrives. 3. Bronze statuettes or atmosphere (acc). 4. Good epithet for the boy who ought to cheat. 5. Am I to put on armour? 6. I neglect 10. Num - - - dum sum cum Phyllide tristis ero? 11. Verb that occurs in trigonometry. 13. This could scarcely be the motto of an innocent person. 15. Every human being has at least one. 16. Usually flat, but add a G to pile it up.

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Foreign and Dominion Notes

REPUBLIC OF MEXICO

The Indian Problem.

We are indebted to the Publicity Department of the Ministry of Foreign Affairs in the United Mexican States for its four-page *Weekly News Sheet* (in English), which, since its first appearance in January of this year, has reached us regularly.

Mexico (we are told), "has carried through a political and social revolution entirely national in character; with tendencies and basic ideas peculiar to it, which it has embodied and written into its political constitution and the principles of which are not any more advanced than those achieved for themselves by the most progressive peoples of Europe and America." From internal evidence we gather that one of the chief purposes of the new publication is to reconcile Mexico's neighbours, immediate and remote, to those "tendencies and basic ideas." Our own concern, however, is with education alone. We quote two utterances: the first from a lecture in John Hopkins University (U.S.A.) on "Rural Education in Mexico and the Indian Problem," by a Dr. Gates, on his return from an educational tour through the country; the second from an address by the President of the Republic. Dr. Gates said: "Rural education in Mexico is cultural, social, economic, and, of necessity (?), lay. It is neither religious nor anti-religious, although it may become anti-clerical when attacked by individual clericals. Its purpose is 'to incorporate the Indian into the body of the nation'; that is, to make him a real citizen, which neither king nor church ever allowed him to be. . . . The peasants have placed their faith in the school, they have spiritually grouped themselves around it, and have identified themselves in a more certain, fecund and conscious fashion than around those churches which the conqueror forced them to erect three centuries ago. . . . In the United States we gave the Indians allotted lands, and an expensive education, which unfitted them for the very use of the lands and made worthless non-Indian youths. It is to our credit that we have now turned around. Instead of trying to make the Indian 'white' against his will, and a pauper, we have started to keep him an Indian, and at the same time a prosperous and socially satisfied rural citizen. And so has Mexico, on a scale of 6,000,000 totally uneducated people."

The President, addressing university professors and students, said: "The revolution has granted the university autonomy, so that it may stand aloof from political contingencies; if it is really to fulfil its mission, it must dwell within the law in an atmosphere of peace and calmness. . . . We aspire to a new fatherland, in which a fertile current of co-operation shall set in between the classes now living sundered; it is urgent that intellectual workers, and those who labour in the fields and cities shall feel strengthened by mutual union and aid. . . . The racial character of education having been discarded as of only negative value, and a doctrine providing for socialization of culture having been adopted as the standard for both official and private schools, the efficiency of the new teaching will be largely dependent on the amount of financial resources available for improving existing and constructing new premises, for providing furniture and equipment, and for employing a teaching staff properly remunerated and technically prepared."

(The apparently contradictory references to "racial" education we cannot explain.)

More than 8,000 of these Indian rural schools are already in existence, and a special normal school for their teachers, established in 1930, has to-day 100 students, who, among other unusual activities, print their own magazine, *The Light of Maya*.

World Rotarians and "Lions."

Among other educational items in the *News Sheet* we note this summer in Mexico City—which "abounded in churches and palaces when New York was only a bare rock," and is destined, it seems, to become "the world Mecca of the future," four important gatherings: the seventh Pan-American Congress of the Child; a summer school for teachers, organized by Columbia University, New York; a monster meeting, lasting a week, of more than 6,000 delegates from the World's Rotary Clubs—whose noble ideal of community and social service is surely a precious contribution to adult education; and, lastly, a "convention of Lions International"—a fraternity (we must confess) of whose very existence we were previously unaware, but which (its President assures us) is "leading steadily to the great goal of the Brotherhood of Man"—in its own special way: "Lions do not follow an egotistical path. Their purpose is to serve others without regard for personal, political or speculative aggrandizement. Lionism is an organization which does not emblazon sectarianism. In its ranks there is room for all creeds and all flags. Its object is to unite its members in the strongest bond of friendship and mutual understanding, thus fostering an active participation in community life. Within its unpolitical sphere, Lionism also seeks to foster the principles of good government and to co-operate in every way in order that the interests of the respective communities may be protected." Already nearly 100,000 Lions are at work "spreading these principles throughout the world." Some of them danced in the "Bull Ring." A further item (of interest to musicians) is that the Department of Fine Arts connected with the Ministry of Education has its own orchestra. We cannot help adding that, while impressed by "the sentiments of international solidarity and equality" that everywhere abound, we have found no mention of the League of Nations.

We end with a lyrical editorial, and a search-light from the U.S.A. The first runs: "Aside from its moral significance, this tour of the President is an object-lesson in democracy. To penetrate to the very heart of the masses, to feel that heart throb and know from its rhythmical beats how closely or otherwise it marches in step with the present social movement, constitutes the best way, in so far as humanly possible, of remedying any evils or of furthering the aspirations of that people for progress."

The second: "In Mexico, the ruling authority has recently declared that the Government 'must enter into consciences, and take possession of them; the conscience of the children, and the conscience of the youth, for the youth and the child must belong to the revolution.' . . . The clericals cry: 'The child belongs to the home; the youth to the family.' Egoistic doctrine! Child and youth belong to the community, to the collective body; and it is the revolution's unescapable duty to attack this section, and dispossess it of consciences, to uproot all prejudices and to form the national soul."

However "communistic" this may seem, it is tempered by the declaration of the *News Sheet*, on the authority of the Ministry of Foreign Affairs, that "Mexico has had no diplomatic or official relations with Russia since 1929, and her immigration laws expressly bar the admission of communists into the country."

BACK NUMBERS of the *Journal*.—A reader offers a complete file of *The Journal of Education* for the years 1932, 1933, 1934 for cost of carriage. Inquiries should be addressed to the Editor.

* * *

BASIL BLACKWELL will publish, in September, an edition-de-luxe of *Hero and Leander*, by Musaeus, the Greek text with introductory note, annotations, translation, and index by E. H. Blakeney, Editor of the *Mosella* of Ausonius, &c. The book is printed by the Alcuin Press on van Gelder paper, in a demy octavo form, price 6s. net. It is believed that no English edition of this poem has hitherto been issued, though several verse-renderings have been published. This edition will be limited to 175 copies.

* * *

One of the worst howlers heard of was committed at a recent examination. A sentence of the piece of French to be translated ran: "Les Arabes au désert dressent leurs tentes de poil de chèvre." The candidate translated it: "After dinner the Arabs dress their aunts who are as hairy as goats."

* * *

Included among the suggestions advocated by Mr. Lloyd George in his *New Deal Proposals* are the raising of the school-leaving age to 15 and a greater development of continuation schools and vocational training. The proposals have been published in pamphlet form, price 6d., by Messrs. Nicholson & Wilson.

* * *

The Royal Society of Arts has decided to institute examinations in various subjects for the Administrative and Operative Staffs of Road Transport Undertakings. The scheme has been devised with the assistance of a special committee representative of the road transport operators of the country. It is proposed to hold examinations in the various subjects in May, 1936, if there are sufficient entries. Copies of the scheme may be obtained on application to the Examinations Officer of the Royal Society of Arts, John Street, Adelphi, London, W.C. 2.

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Personal Paragraphs

DURING the week of Synchronized Conferences at Oxford (September 10–17) the University of Oxford conferred upon Mr. F. Mander the honorary degree of M.A. Mr. Mander as President of the World Federation of Education Associations and Secretary of the National Union of Teachers took a great part in arranging the Sychronized Conferences and he presided at the First General Assembly of the three international bodies present.

* * *

DURING the same week of Conferences Mr. G. R. Parker, Science Master at Roan School, Greenwich, was elected President of the International Federation of Associations for Secondary Teachers (I.F.A.S.T.). Mr. Parker is one of the honorary secretaries of the Association of Assistant Masters, and, as Chairman of the International Relations Sub-Committee of that body, he has taken a keen interest in the international relations of secondary school teachers for many years. He has attended Conferences in most European countries and has gained a high degree of popularity among secondary school teachers on the Continent. For several years he has also been a Director of the World Federation of Education Associations.

* * *

MR. M. W. THOMAS, Headmaster of the Royal Latin School, Buckingham is to succeed Mr. C. H. Peters, President of Tottenham County School at the end of the year. Mr. Thomas is an old boy of the Central Secondary School, Sheffield, and graduated from Keble College, Oxford, with second class honours in modern history. He later obtained the LL.M. degree at University College, London. He had experience as an assistant-master at Brigg Grammar School and Kingsbury County School before his appointment as Headmaster of the Royal Latin School in 1931 at the early age of 30.

* * *

THE Kent Education Committee has appointed Dr. E. A. Woolf of Ramsgate County School for Boys to be Vice-Principal of the Dartford Technical College as from the beginning of the Autumn Term, 1935. His duties will include responsibility for the organization and teaching of the less technical subjects, including those dealing with general culture and modern languages, and the co-ordination of the work in similar subjects in the Dartford, Erith, and adjoining areas.

MR. O. R. A. BYRDE, Headmaster of the Heath Grammar School at Halifax, retired on medical advice at the end of last term. Mr. Byrde, who has been Headmaster of Heath School for nearly twenty years, was educated at Winchester College and Queen's College, Oxford, where he graduated with first-class Classical Mods. and third-class Lit. Hons. Prior to his present appointment, he served as classical master at King William's College, Isle of Man, and the Royal Grammar School, Newcastle-upon-Tyne.

* * *

MR. R. A. EVANS-PROSSER, senior classical and games master at Ellesmere College, has been appointed Headmaster of the College in succession to the Rev. Dr. A. V. Billen. Mr. Evans-Prosser was educated at Colston's School, Bristol, the University of Bristol, and Corpus Christi College, Oxford. He passed Lit. Hons. in 1924, and has since that year been a member of the staff at Ellesmere.

* * *

AT the end of last school term, Mr. J. H. Badley, founder and Headmaster of Bedales School since its inception, retired, and the event is being commemorated by a volume containing a selection of Mr. Badley's famous Sunday evening addresses, entitled *These Men Make Lives*, published by Basil Blackwell.

* * *

MR. R. F. A. CARTER at present Assistant for Higher Education under the Essex L.E.A. has been appointed to succeed Mr. F. R. Hughes, on his retirement, as Secretary to the West Suffolk Education Committee. Mr. Hughes was appointed in 1903 as the first Secretary to the Committee.

* * *

MR. BERESFORD INGRAM, Divisional Inspector, London County Council Education Service has been honoured by the French Government with the distinction of "Officier d'Academie" in recognition of his services in connexion with the International Summer School movement.

* * *

THE Council of the Girls' Public Day School Trust has appointed Miss E. M. Merrifield (Fin. Hon. Modern History, Somerville College, Oxford) at present Second Mistress at the Clapham County Secondary School, to be Headmistress of Nottingham High School for Girls as from January, 1936.

ONLOOKER.

Correspondence

THE MISSING LINE

I think "Ex Or" takes the *jeu d'esprit* from *Le Figaro* rather too seriously. What happened, to my thinking, is that some correspondent of that paper strung together three somewhat pompous lines and sent them out to witty friends asking them to add a fourth which would pierce the bubble of his pomposity. The names of the correspondents seem to confirm this; for every one has heard of Paul Bourget and of Henry Bordeaux, but who has heard of Pauline or Henriette?

Or is "Ex Or" pulling all our legs by pretending to take a jest seriously? His witty heading inclines one to think so.

DE V. PAYEN-PAYNE.

UNITY OF EDUCATIONAL ENDEAVOUR

I have read Mr. D. W. Lloyd's letter which appeared in the August issue of this *Journal* with considerable care. The answers he gave to the questions I submitted in the article seem to me to cover only a temporary position. I had hoped for guidance if and when present conditions and present difficulties are removed. Mr. Lloyd underlines the already well-known factors which are responsible for the success of the junior technical school, and he refers to what are, to him, the weaknesses of our present secondary schools. With these matters in mind he insists that the secondary school cannot replace the junior technical school. Perhaps not, *at the present moment*; but even if I grant the strength of his argument, *at the present moment*, I still await his views upon the possibility of change. His own very eloquent plea for the disappearance of national barriers is unlikely to be answered in the next month or two. But I endorse his hope and applaud his faith. Why, then, may I not repeat a phrase from my article: "Just as national barriers must disappear, so must the irritating divisions of educational endeavour disappear also." Is that too much to hope? Surely present conditions and present difficulties will not last for ever. I insist, then, that my questions to Mr. Lloyd are not satisfactorily answered by an outline of those present conditions and those present difficulties.

THE WRITER OF THE ARTICLE.

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Prize Competitions

The winner of the August Competition is " Baires," *proxime accessit* " Torelore."

Will " Château d'If," the winner of the July Competition, kindly send name and address ?

We classify the thirty versions received as follows :

Class I.—Baires, Torelore, Katty Ann, Dexter, Borderer, Yendu, G. E. M., Claus, A. P., Sphinx, Cammi, Trina, Winton, J. E. M., Linty.

Class II.—Tarook, Double E., Remembrance, Als ob, Sinister, M. C., Martin, Asina, Desdichado.

Class III.—St. Keverne, D. S. S., Autochthon, Nautilus, Merrylegs, Onyx.

" LA CARRETILLA," BY JUAN RAMÓN JIMÉNEZ

En el arroyo grande, que la lluvia había dilatado hasta la viña, nos encontramos, atascada, una vieja carretilla, toda perdida bajo su carga de hierba y de naranjas. Una niña, rota y sucia, lloraba sobre una rueda, queriendo ayudar al borriquillo más pequeño ¡ay! y más flaco que Platero.

Y el borriquillo se destrozaba contra el viento, intentando, inútilmente, arrancar del fango la carreta, al grito sollozante de la chiquilla. Era vano su esfuerzo, como el de los niños valientes, como el vuelo de esas brisas cansadas del verano que se caen, en un desmayo, entre las flores.

Acaricié a Platero y, como pude, lo enganché a la carretilla, delante del borrico miserable. Le obligué, entonces, con un cariñoso imperio, y Platero, de un tirón, sacó carretilla y rucio del atolladero, y les subió la cuesta.

¡ Qué sonréir el de la chiquilla ! Fué como si el sol de la tarde, que se rompía, al ponerse entre las nubes de agua, en amarillos cristales, le encendiese una aurora tras sus tiznadas lágrimas.

Con su llorosa alegría me ofresció dos escogidas naranjas, finas, pesadas, redondas. Las tomé, agradecido, y le dí una al borriquillo débil, como dulce consuelo ; otra a Platero, como premio áureo.

N.B.—Platero es un burro pequeño, peludo, suave ; tan blando por fuera que se diría todo de algodón, que no lleva huesos. Sólo los espejos de azabache de sus ojos son duros cual dos escarabajos de cristal negro.

TRANSLATED BY " BAIRES "

The rain had swollen the big brook till it almost reached the vineyard, and there we came upon an old cart, small and practically hidden from view beneath its load of grass and oranges, stuck in the mud. A grimy, ragged little girl, who was trying to help a donkey that was smaller and, alas ! skinnier than Platero, was weeping over one of the wheels.

Meanwhile, urged on by the little maid's sobbing cries, the little donkey was tearing himself to pieces in a fruitless attempt to pull the cart out of the mire. His exertions were in vain, like those of over-confident children, or like floating summer breezes that, exhausted, fade away among the flowers.

With many a caress, I harnessed Platero, as well as I could, to the little cart, in front of the wretched donkey. Then, very gently, I coerced him. With a tug, Platero pulled cart and donkey out of the swamp and got them up the slope.

How the little girl smiled ! It was as though the afternoon sun, which was breaking through the watery clouds in yellow points of light as it set, kindled a sunrise behind her grimy tears.

In the fulness of her tearful joy, she picked out two fine, heavy, round oranges and presented them to me. Gratefully accepting them, I gave one to the feeble little donkey as sweet solace ; the other to Platero as golden recompense.

N.B.—Platero is a shaggy, docile little donkey, so soft outside that one might believe he is made of cotton-wool, without a bone. Only the jet mirrors of his eyes are hard—like two scarabs of black glass.

Class I ran from one mark lost to three ; Class II from three and a half to six ; and Class III embraces several brave friends whom we suspect of a very slight acquaintance with Spanish, but a useful background of Latin and other Romance languages to work from. We salute their courage and ingenuity.

As already indicated, even the best versions had blemishes. The prize-winning translation is a distinguished piece of English prose, but tiny points could have been improved. " Baires " omitted the donkey's added difficulty of struggling against the wind, and also the fact that he was grey, as indicated by the word *rucio*. To ignore this was as bad as a foreigner translating *piebald* or *sorrel* as *horse*. " Torelore," " Katty Ann," and ever so many other translators followed suit. We will not enumerate them all, as it will be far shorter to commend those clever people who noticed this point. They are " Claus," " A. P.," " J. E. M.," " Sphinx," " Autochthon," and " Onyx." " Remembrance " and " Als ob " omit the ass altogether and leave Platero the cart only to draw ; " M. C." gives him *the cart and its contents ;* and " St. Keverne " says he *drew the little cart and the ancient ass out of the bog.*

The other point we did not fully admire in the prize version was the use of *fade away* for *swoon*. These are mere trifles, but in such good company trifles must count. By the way, " Tarook " was content to translate *desmayo* as *dismay* instead of *swoon ;* but for this he would have ranked in Class I. His other errors are *yes* for *¡ Ay !* and a confusion over *tras sus tiznadas lágrimas* which he calls *their smutty tears* instead of the little girl's. " Remembrance " and " Autochthon " join " Tarook " in misunderstanding *¡ Ay !*, and " Trina," of all people, joins him in *sus tiznadas lágrimas* and says *its grimy tears*. Another elegant scholar, " Double E," says *their blackened tears* and *fires them with a sunrise.*

Both " Torelore " and " Katty Ann " jostled the prize-winner. Their prose was a little more pedestrian than " Baires'," and we did not think *brimming eyes* adequate for *llorosa alegría* in " Torelore's " version, nor the final sentence good, " Only the jet mirrors of his eyes are hard like two beetles of black crystal." We know from " Katty Ann's " interesting covering letter that she was disturbed by June *fiestas* in Barcelona, which accounts for *encouraging* for *cariñoso* and for Platero pulling the cart *in a single tug* instead of *with*, and *the stains of her tears*. A clean face could be tear-stained, but not have *tiznadas lágrimas*. Both " Torelore " and " Katty Ann " thought *suave* referred to Platero's coat instead of his character. We were struck with admiration by " Katty Ann's " ingenious *as ineffectual as the boasts of a bragging urchin*, but this goes one better than the original, which is adequately conveyed by " Baires." We commend " Katty Ann " for *spent summer breezes.*

" Dexter " marred his fine version by ignoring the fact that the donkey *se destrozaba*, also that it was grey, and his *aurora* is merely *a glow* and not a dawn ; he also thought *suave* meant *sleek*.

" Remembrance " says Platero was *smooth-haired*, although he had just been described as *peludo*. " G. E. M.," " Als ob," and " Sinister " will not be surprised to know that they each lost a mark for translating *aurora* as *aurora ;* to an English mind this calls up the idea of borealis, instead of just *dawn*. " Remembrance " has also *she fondled Platero.*

We did not like renderings such as *What a smile was that of the little girl ;* good translators like " Double E," " J. E. M.," and " Winton " were satisfied with this, but of course we must remember that August is a slack month.

Poor " J. E. M." was confused by the sudden introduction of *los niños valientes*, which is certainly a difficult point. The idea conveyed is that brave children over-estimate their powers and are apt to attempt the impossible.

" A. P." and " Sphinx " suggest that the way was blocked or barred by the cart. " Sinister " says the vehicle was *waterlogged.*

Arroyo seems to have given quite unnecessary trouble ; thus : *gully which the rain had excavated* (" A. P.") ; *channel* (" Winton ") ; *gutter* (" Trina ") ; *on the flat* (" Als ob "). " Als ob's " original mind also renders *blando* as *lithe.*

(*Continued on page 592*)

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cariñoso as *cheery*, and supplies us with the delightful phrase *crystalline cockroaches*.

We close with a surprising rendering by " M. C.," *mirrors for titmice* for *espejos de azabache*.

Amongst the versions for this month's competition we received a belated translation of the French poem set in July, sent by " J. M. P." We think it would have ranked in Class II, in spite of the pleasant English poem produced, because *petits-fils* is rendered *little sons* instead of *grandsons*, and there is a corresponding ambiguity about the relationships in verse two. But " J. M. P." has a musical ear and should do well.

We quite agree with " Momus " in much of his contention, especially " the letter killeth," and we are so sorry that he should feel our contests, or rather our criticisms in these contests, tend that way. But we do not think " the spirit " can be taught, neither can poetry ; therefore we try to guide ourselves by the translator's Decalogue, which our old friends will remember. We think his accusation that we would never have given high marks to the Tudor translators because their work bristles with errors is hardly fair, because in our own day we have such assistance from reference books, grammars, books on idioms, and the like that modern work has no excuse for bristling with errors. But " Momus " is right to stick to his guns, and we assure him that we never designate keen interest such as his as " quarrelsome."

Many thanks to " Winton " for his kind holiday wishes, which we reciprocate. Also to " Katty Ann " and " G. E. M." for their nice letters.

A Prize of Two Guineas is offered for the best translation of the following passage from " La Grange aux Trois Belles," by Robert Francis (Paris : Gallimard).

A cette heure du soir les enfants de mon pays sortent de l'école. Les uns portent leurs gibecières sur le dos pour rester les mains libres et se battre plus à l'aise, d'autres tiennent serré dans leur poing le panier des livres de devoirs et du dejeuner. On voit des frères se tenir par la main, et le cadet baisse la tête comme s'il cherchait les cailloux du Petit Poucet. Si vous revenez en voiture d'une course en ville, par l'ancienne voie romaine, allumez donc vos lanternes. Au long de la route, vous les croiserez par grappes joyeuses ou paisibles. Vous les verrez se ranger sagement au bord du chemin, étonnés, craintifs. Avant votre passage, vous entendrez des cris, des appels, l'aboiement des chiens errants qui les suivent au sortir de l'étude ; une petite fille ramènera un marmot contre ses jambes qui se tenait droit au milieu du chemin, les doigts écartés, heureux comme une bête. Observez les traverses : déjà dans les sentiers herbus, dans les sentiers d'eau, des petits hommes s'engagent courageusement. Ils se retournent à votre passage et les plus hardis vous crieront bonsoir. Quand vous quitterez le sous-bois, au haut de la côte, regardez l'horizon : à travers les pâturages et les champs, derrière les mottes des labours, au delà des voitures abandonnées par les charretiers ivrognes, des enfants marchent à l'aventure. Mais qu'ils suivent les routes découvertes de la plaine, qu'ils s'en reviennent par les lisières des boqueteaux ou qu'ils s'attardent à la maraude sous les pommiers des pâtures, le vent, l'eau ou la mousse effaceront vite leurs pas légers. Et bientôt, quand ils longeront les clôtures aux approches des villages et que le soleil aura presque disparu, ils verront tous dans les jardins, d'un coup d'oeil furtif par-dessus les haies, les femmes agenouillées dans l'herbe ramasser le linge avec des gestes lents et heureux. Et si broussailleuses, si sales ou si tristes que soient ces petites têtes, il y aura de tendres bouches pour les embrasser et des mains fraîches pour caresser leurs joues, remettre d'un mouvement vif un peu d'ordre dans leurs coiffures ou recoudre un bouton solide au tablier d'école.

Initials, or a nom de guerre, *must be adopted by* ALL *competitors, but the prize-winners, and the competitors awarded the second place, will be required to send real names for publication if necessary.*

No competitor will be awarded a prize more than ONCE *during a given year, though the name of the competitor gaining first place will be published each month.*

All entries for this month's competition, which must be accompanied by the coupon printed on page 573, *must reach the office by the first post on October* 1, 1935, *addressed* " PRIZE EDITOR," The Journal of Education, *Three Ludgate Broadway, London, E.C.* 4.

Prize Essay Competition

ENGLISH COMPOSITION

The Editors offer the following prizes for the best essays written in English by boys or girls attending secondary schools in Great Britain or Ireland. For Senior Candidates, 14 years of age and over, two prizes, a first and a second, in books to be chosen by the successful competitors to the value of £1 1s. and 15s. respectively : for Junior Candidates, under 14 years of age, two prizes, a first and a second, in books to the value of 15s. and 10s. respectively. Not more than three essays should be sent in from one department of a school (Junior and Senior), the selection at this stage being made by the form-masters or mistresses concerned. If more than the prescribed number are presented the names of the candidates will be arranged alphabetically, and those in excess of three Seniors and three Juniors will not be considered. The final award will be made by the Editors, whose decision shall be final.

While hackneyed topics should be avoided, the essays may be on subjects of the candidates' own choosing, or on others suggested in the course of their English reading by their teachers. They may be written specially for this competition, or as exercises presented in the ordinary course of school work. The themes should be such as lend themselves to literary, as opposed to merely scientific or technical treatment.

Quarto paper (say, 11 in. by 9 in.) should be used, and the writing should be on one side of the paper only, with a 1 in. margin on the left hand. Clear, legible writing is essential, and there should be a reasonable space (say, ½ in.) between the lines. The essays should not be longer than seven pages. They must be certified on the cover of the essay by the head of the school as being the *bona fide* original and unaided work of the candidates. The pages should be numbered and carefully fastened together.

Accurate grammar and spelling ; clear and pointed statement ; sound information ; apt illustration ; a reasonably wide vocabulary ; logical development—are some of the qualities to be looked for in a good school essay. " Fine writing " should be avoided, but originality of thought, sentiment, or expression would be regarded as a distinct merit.

On the outside cover of the essay should be written :

1. The Candidate's full name *in block letters* ;
2. The Candidate's age *last* birthday. *This is essential;*
3. The name and address of the Candidate's school ;
4. *The title of the essay ;*
5. A declaration *signed by the head of the school*
   (*a*) Confirming the Candidate's age ;
   (*b*) That the essay is the *bona fide unaided* and *uncorrected* work of the Candidate.

The essays should be written on *quarto* paper (11 by 9 in.) and on *one side of the paper only*, with *reasonable margins* to right and left. The sheets should be numbered and securely fastened together.

On the left-hand corner of the envelope containing the essay (or essays) should be written " Essay Competition," and it should be posted to :

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Internationalism in Education

The triple International Educational Congress held in Oxford last month marks an important step on the road toward world co-operation in education. The post-War feeling that the only hope for humanity lay in the development of a better mutual understanding among nations, and the realization of the importance of education in promoting this understanding led to the establishment of several international organizations of teachers and others interested in education. A certain amount of competition for membership developed among these organizations and there was considerable overlapping of activity and consequent waste of effort. It was felt that an attempt should be made to co-ordinate their activities, and at the invitation of the National Union of Teachers three of the most important of these organizations agreed to hold their congresses at Oxford this year at the same time. These three were the World Federation of Education Associations, the International Federation of Associations of Secondary Teachers, and the International Federation of Teachers' Associations. The W.F.E.A. originated in the United States, and has no members in continental Europe. It represents the British Isles, America, and Asia. The I.F.A.S.T. is entirely European and contains the secondary school teachers of almost all the countries of Europe. The I.F.T.A. is mainly European, with a few members in South America and Australia, and concerns itself principally with elementary education.

The Synchronized Congresses therefore brought together not only teachers of all grades from all corners of the globe, but also administrators and representatives of all those services which are ancillary to actual classroom instruction. In the words which Lord Halifax used at the meeting of welcome, there were met together "comrades in arms in the great cause of fashioning

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human personality, which is true education." There can be little doubt that it was the most representative international gathering of educators ever assembled.

Many people will ask whether such gatherings serve any useful purpose. The answer depends on what the objects are and how far those objects are realized. In the minds of the organizers there were two principal aims. Few people will deny that the nations of the world have become increasingly interdependent, and that if man is to have the opportunity for realizing the highest destiny of which he is capable there must be a better knowledge of each other among peoples and an increase of that mutual understanding and appreciation which are necessary if the ideals of peace are to be attained. The high hopes centred on the League of Nations have been disappointed. Machinery devised by Governments seems at the moment to hold out little hope of security. The one common ground on which all nations can meet is that of education, and in world co-operation in education lies the possibility of an invaluable contribution to the cause of peace.

In the words of the President of the World Federation, Mr. F. Mander, "through education we can hope to comb out a host of common virtues, tastes, and ideals which will tend to link together peoples, however diverse in race, colour, religion, and general philosophy." That education may achieve this object there must be organized inter-communication among the educators of all lands, and there must also be opportunities for them to meet together and to learn to know each other personally. This, then, was the first aim, to gather together teachers of different races and to try to establish among them bonds of sympathy, friendship, and the realization of a common task.

Bound up with this is the second aim, the consideration of the means by which the purpose of education, "the fashioning of human personality," may best be achieved. Differences in national conditions, ideals, and outlook may be recognized, but nothing but good can result from the interchange of ideas, the discussion of methods, of experiments, of new devices, of reforms in educational administration and practice.

How far have these aims been realized at Oxford? As regards the first aim, there were certainly brought together many teachers from many countries, some of whom had previously been suspicious of the aims and motives of the organizations other than their own. There was abundance of evidence that most of these suspicions had disappeared on closer knowledge. Good progress was made toward a co-ordination of activities, and it was found possible to draw up tentative agreements for a continuation of negotiations which appear likely to result in educational co-operation becoming much more truly world-wide than it has hitherto been.

As for the second aim, a glance at the programme shows a wide variety of subjects covering the whole field of education, from the welfare of the pre-school child to university and adult education. A particularly interesting section was that devoted to the Use of Films and Broadcasting in Schools. The experience of many countries was reported by acknowledged experts, and it was obvious that much progress had been made in many countries toward the right use of these auxiliary aids to education and that much advice, information, and assistance are available to countries wishing to make use of them. Other universal problems which received considerable discussion were Health Education, The Relations between the School and the Home, The Place of Manual Work in Education, Education in Rural Areas, Pre-School and Kindergarten and the Preparation of Teachers. In an inspiring address to the University Section on "Universities and Corporate Life," Sir Michael Sadler had something to say also about corporate activities in schools, both as to their value and their dangers.

In almost all the discussions the idea of fostering international friendship was to be perceived. The Elementary Education Section devoted the whole of its programme to the consideration of various methods by which this idea might be brought before the pupils in primary schools, while the Herman-Jordan Committees discussed the same question with reference to secondary schools, teacher training, and broadcasting.

The Congress of the I.F.T.A. also discussed methods of teaching peace in schools, together with the practical question of organizing international summer schools for teachers in all countries. On the purely professional side, it considered methods by which teachers in services might continue both their cultural and professional education. The subject at the third Congress, that of the I.F.A.S.T., was again one of importance in all countries, *viz.* The Transition from the Primary to the Secondary Stage and the Principles and Conditions governing the Admission of Pupils to Secondary Schools. Twenty countries had sent in replies to a *questionnaire* which had been circulated on the subject and the two first speakers in the discussion were the Chief Inspectors of Secondary Schools in England and France respectively. After an animated discussion it was found possible to reach agreement on certain general principles.

An extremely valuable adjunct to all the discussions was an excellent exhibition of all sides of English educational methods and practice. It had been organized by the co-operation of the Inspectorate of the Board of Education with the local authorities and the teachers, and was probably the most comprehensive educational exhibition ever held in this country.

Oxford provided an ideal setting and atmosphere for such a gathering and few of those who took part in it appeared to have any doubts about the value of this particular experiment in international educational co-operation.

MORLEY COLLEGE.—Morley College for Working Men and Women, 61 Westminster Bridge Road, S.E. 1, will be enrolling students from September 16–20, and beginning classes on September 23. The aim of the College, which was founded nearly fifty years ago in connexion with the "Old Vic" and has now some 3,000 students, is to give to men and women who are at work during the day, an opportunity of studying in the evenings subjects in which they are interested—not for examination purposes, but for their own sakes. The public lectures to be held on Tuesday evenings at eight o'clock throughout the session include three lectures on The United States To-day, by Mr. S. K. Ratcliffe; six lectures on The Cinema, by Mr. Alistair Cooke; and eight lectures on Twentieth Century London, by various lecturers including (engagements permitting), the Rt. Hon. Herbert Morrison, Mr. Somerville Hastings, Mrs. E. M. Lowe, Mr. Harcourt Williams, Mr. Lewis Silkin, and Mr. H. M. Tomlinson. Two illustrated courses on Highways and Byways in Britain and Abroad are to be given by Mr. Nevill Whall ("Hodites"), the well-known cyclist. An active social life is maintained by means of clubs, including sports clubs, dramatic society, language clubs, scientific society, photographic society. The College has its own sports ground at Eltham, where hockey, football, cricket, and tennis are played. The College premises contain a common room, library, gymnasium, refreshment room, and hall. For full details and prospectus apply to the Secretary of the College.

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Occasional Notes

Mr. Stewart's Report:

ALTHOUGH the striking report of Mr. P. Malcolm Stewart, the Commissioner for the Special Areas of England and Wales, does not advocate the raising of the school-leaving age, it does very definitely recommend that, except in rare cases, no child shall be allowed to enter the labour market until he is 16 years of age. "The first step is to take those of from 14 to 16 years of age out of industry, making their employment illegal. What are we to do with them? I do not suggest that they should continue at school in the generally accepted sense. Those who show exceptional ability can take advantage of the opportunities offered by the secondary schools, but the remainder should be given a compulsory practical training. . . . At the same time he should acquire a further knowledge of arithmetic, of elementary physics, and some knowledge of those things which give an interest in mother earth beyond that of putting a spade in her. The useful and happy influence of peeps into science taken when young cannot be over-estimated. . . . If, on attaining the age of 16, a boy should be unable to find a place in industry, then the existing provision for his training operates until the age of 18, but I should like him to continue the practical and physical training already outlined. . . . Practical training of this character instead of the repetition work usually engaged in at a factory would enlarge the outlook, stimulate enterprise, and give an increased opportunity to do good and successful work whether at home or in the Dominions."

The Emancipation of Youth.

MR. STEWART goes on to emphasize the benefits such a training would produce in health and morale. "It is difficult to estimate the gain. Some will say cheap labour is essential; power to compete will be diminished, particularly in the export markets. My answer is, these difficulties must be faced; the price being paid for their continuance is too high. The burden on industry of social services should not be measured in terms of the conditions existing before the advantages of tariffs were available. A share of the benefits which protection affords to industry should be passed on to the workers and their children. These youths of under 16 years must be emancipated. Eighteen years of age is the limit for night work. Sixteen years must in future be the limit for day work. It is a clear step on the path of progress which should be taken without delay. The advantages outweigh the disadvantages, which can be overcome by readjustment of current practice. The benefits which would accrue to youth must not be withheld or the opportunity for increased employment lost." Perhaps this powerful plea will have more effect on business men than previous ones. The arguments are not altogether new, but they gain additional force from the circumstances in which they are used. We do not, of course, abate our own demand for the raising of the school age, and we think that Mr. Stewart's objection to this may possibly be modified when he realizes how closely some of his suggestions approximate to those proposals for a revised curriculum in reorganized post-primary schools which now find such wide acceptance among educationists.

School-Leaving Age:

A SOMEWHAT desultory correspondence in *The Times* on the question of raising the school-leaving age has not produced many new arguments for or against. It seems strange that Lord Hugh Cecil's subtle intellect should be used to pronounce on the effect of the reform on industrial finance. Professional economists should surely be able to dispose of the question whether the reform would affect adversely the finance of industry by raising the cost of production. Lord Hugh Cecil contends that the replacement of boys and girls in the 14–15 age-group must tend to impoverish industry and so restrict enterprise and development. The general trend of the arguments is in favour of an alternative to full-time education in special cases, such as rural children. Political discouragement of the reform has not however damped the enthusiasm of those who have advocated its early adoption. No one can fail to be impressed by their strength of conviction as contrasted with the lack of cogency in those who are opposed. This however is not an uncommon phenomena.

Lord Nuffield's Letter.

THE letter written by Lord Nuffield should, however, do much to impress upon the Government the urgent need for raising the school age at once. When the founder of the Morris Motor Works goes out of his way to affirm that a prolongation of the period of full-time education is of profound importance to the future of British industry, business men cannot afford to ignore him. "The time is past," he says, "when Great Britain could hope to enjoy the easy affluence which came from its priority of economic development. It is now necessary for the Nation, by cultivating more effectively the intellectual resources of its people, to equip itself for the increasingly strenuous industrial tasks which it must undertake. It seems to me to be clear that an extra year of full-time education would assist it to obtain this equipment. As one who has had much to do with the management of labour, I wish to record my conviction that the increased intelligence and capacity of the young persons entering industry, which would be the outcome of further education, would be likely fully to compensate industry and the nation for whatever might be the financial or other cost of the reform." These forthright words are a sufficient answer to those who talk about the burden on industry of raising the age, and who fear its effects on the unemployment position.

An Interesting Record.

THE Chairman of the Newcastle-upon-Tyne Education Committee, who has held office ever since July, 1905, is a well-known national as well as a distinguished local figure in public education. In July, 1930, Sir George Lunn issued a booklet entitled *These Twenty-five Years*, and in July, 1935, he adds the story of "Another Lustrum"—supplementary to the earlier pamphlet. As every one connected with educational administration knows to his cost, these five years have been a most disturbing time, for it was near the beginning of the period that the financial crisis arose. As Sir George wittily observes, concerning the sudden and violent changes in the educational atmosphere, "The weather forecast for most of the time has been as follows: A deep depression has settled on Whitehall and is spreading to all parts of England and Wales. Occasional showers will be followed by violent squalls and thunderstorms. Visibility poor. Further outlook unsettled." The tale told by Sir George is

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local in its details but essentially national in its general outlook, and it makes good reading. The story of the threatened destruction of Kenton Lodge Training College, and of the manner of its reprieve, is exceptionally entertaining.

TEACHERS will view with some distaste the undesirable publicity which has been given to the incident which arose out of a school essay written by a little girl in Manchester. In this essay the words, "England is only a small country, but it is better than any other" occurred, and the Board's inspector happened to notice this when he visited the school. He remarked to the teacher that this was a bold statement to make, but, according to Mr. Oliver Stanley, he did this while the class was dispersing, and said, in an amused way, "We don't see it put quite so strongly as that now." The teacher then gave her views of her approach to patriotism, and, later, the matter was brought to the attention of the chairman of the school managers, who, being dissatisfied with the Board's attitude, took steps to have the matter raised in the House of Commons by Sir Gerald Hurst. As Mr. Stanley rightly remarked, it would be highly improper for an inspector to discourage among children love of and pride in their own country, but the inspector had made it plain that he had not rebuked the child and did not intend to rebuke the teacher. We have sometimes had to complain of the ways of inspectors, but in this case it seems to us that a friendly comment might have been accepted in the spirit in which it was offered. There can, we think, be no two opinions as to the harm done to the child herself by bringing her to London and giving her a "film star reception." Such sensationalism repels by its inanity and bad taste. The conclusion of the whole matter was well put by Mr. A. A. Somerville, who said it was the business of the schools to teach to think, not what to think.

A Child's Essay.

ACCORDING to the *Teachers' World*, information of a very disturbing character was submitted to the Board by a deputation from the N.U.T. on the subject of tenure and unemployment in connexion with elementary school teachers. As the result of reorganization, certain head teachers were in danger of loss of office, and some local education authorities were replacing certificated by uncertificated head teachers on the plea of a decline in school population. The tacit understanding that dispossessed teachers should have priority of consideration is not always observed, and pressure by the Board to curtail the establishment adds difficulty to the situation—137 authorities have been asked to reduce staffs. Again, reports from training colleges with regard to appointments are the worst on record. The Leeds Authority, which absorbed 111 teachers last year, has taken on only forty-five from its College this year, and the L.C.C. has informed teachers on their list of first appointments that posts cannot be found for them after the summer vacation. As many as 1,359 students who left the training colleges in July, 1934, had not secured posts by December 31. The deputation pointed out that there were still 4,262 classes with over fifty children on the registers, and suggested that these should no longer be permitted. They also urged the elimination of the unqualified teacher. There is, in our view, no answer to the contention that the present is a particularly favourable time for drastically reducing the size of classes. The Government is proceeding far too slowly in this fundamental matter.

Unemployment Among Teachers.

IT has often been urged that the summer term is unsuitable for the holding of examinations, and we are glad to note an article in *The Times Educational Supplement* which puts very forcibly the main arguments in favour of a change. Apart from the question of "heat waves," certain incidental advantages might accrue if we adopted the plan of having a school year corresponding with the calendar year—a greater simplicity in the keeping of accounts, a shorter interval between the end of a university course and the beginning of employment, and a shorter interval between the end of the school course and either employment or attendance at a university. It would be more appropriate to hold the examination at the end of the autumn term, another reason for this being that, according to investigations carried out by the medical officer of Christ's Hospital, the loss of time through epidemics and minor ailments is less in the autumn term than in either of the other terms. Traditional usage seems to be scarcely a sufficient reason for continuing a custom that has so many disadvantages. If there are any definite compensating advantages they should be stated. The matter could then be thrashed out in friendly fashion and a decision reached.

Examinations in Summer.

WE have received from the Le Play House Press a copy of a pamphlet by Prof. J. J. Findlay, entitled *A New Venture in Education: The Secondary Apprentice School.* The reformed boarding school, with its departures from much of the ordinary public school tradition, of course we know. But this "new venture" goes far beyond such a reform, and is indeed radically different. Its underlying idea is to combine with a liberal education a definite apprenticeship to one of the historic crafts or trades. The liberal education is to follow the lines indicated by the school-leaving examination and certificate, and is to be a four-year course. The scheme as a whole is meant to meet the needs of parents who are looking for a school which will equip boys and girls of ordinary ability for earning their living, and at the same time provide for a minimum period of specialized training. In other words, the scheme has in view the troublesome problem that has to be faced by parents whose means are restricted, and whose children, though sound human material, are not of the clever sort. We understand that there is some prospect of an experimental start being made in the near future, and we wish it great success. The pamphlet can be obtained from the Le Play House Press, 35 Gordon Square, W.C. 1, for a shilling.

A New Venture in Education.

THE *School Government and Education Review* gives an interesting account of an investigation into the effect of war pictures on child opinion. The experiment was conducted in four central schools at Erith, when nearly 400 senior boys and girls witnessed five contemporary silent films taken during the War and now lodged in the War Office. They showed the Battle of the Somme, operations in the Near East, and also Naval and Air Force activities, and the films were actually used during the War to create a public opinion favourable to its strenuous prosecution. They were

Children's Opinion of War Pictures:

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therefore regarded as sounder tests of a change of thought than films, deliberately produced subsequently to the War to express what an anti-war point of view would be. Two *questionnaires* were set, without comment, to each child who witnessed the films, the first soon after the exhibition and the second after some days. The first one asked, "What do you think of war?" "Would you like to see another coming?" "What do you think ought to be done?" and "If England went to war with another country, what would you do if you were grown up?" To the first two questions there was only one favourable reply. As regards the third, 123 suggested disarmament, reduction, and control of arms (this in a "munitions" area), 122 favoured the League of Nations, 85 were for arbitration, and only 15 said, "Prepare for war to keep peace." Replies to the fourth question showed that 266 would render assistance unconditionally, 89 would advocate peace, and 32 would not render assistance. Thus over a third were against unquestioning co-operation.

The Other Questions.

THE second *questionnaire* read as follows: "Here are a number of adjectives (*e.g.* horrible, wicked, useless, heroic, thrilling), some of which describe war and some do not. Cross out those which do not." "Can you think of a good reason for going to war?" "What do you think you will remember best of all the things you saw of the films and pictures of war that you have seen?" and "What could be done to keep war from ever happening again?" In the first question the "anti-war" words scored heavily against the "pro-war" words. Among reasons for going to war were "defence" (76), "to stop aggressor" (23), "and to increase employment in munitions" (20). The negative answers were generally a plain "no," and these were in the majority. Things remembered were "dead, wounded, &c." (175), "going over the top" (63), "ambulance work" (59), "cheerfulness and bravery of the men who fought" (48), and "English and Germans helping one another" (57). The fourth question gave an even greater reaction in favour of the League of Nations and Disarmament than Question 3 in the first paper. It is remarked, however, that ideas of world-law are almost non-existent, that in this paper the idea that nothing can be done to stop war has crept in, and that references to religion are very few. The general conclusion seems to be that the change of attitude in the teaching of history, geography, and other subjects and the emphasis laid on the League of Nations, is having its effect on young opinion. We can agree that the example and faith of Britain in the need of education for world peace may well prove an inspiration to progressive opinion all over the world.

Scottish Superannuation.

THE Government actuary has been busy examining the working of the Scottish Teachers' Superannuation Act, and, contrary to general expectation, he finds that the balance in the account, augmented by the present value of the contributions payable in future years by and for existing teachers, slightly exceeds the prospective liability for benefits. Two factors are mainly responsible for the divergence between the Scottish and English positions. First, the rates of mortality experienced by Scottish teachers, both active and retired, are somewhat higher than those of their colleagues in England and Wales, so that a lower proportion of teachers survive to the retiring age and the survivors draw their pensions for a shorter period—though it is not suggested that teachers in Scotland are subject to heavy mortality. The higher death rates experienced by Scottish teachers are no more than a reflection of the differences between the respective national rates of mortality. The other main element of difference between the two teaching communities concerns the age of retirement. In England this is 61½, in Scotland 63. A postponement of the age of retirement results not only in the payment of contributions for a longer period, but also in a reduction in the number of years during which pension is payable. A fair deduction seems to be that if English teachers decided to retire a little later on the average, the deficiency on their scheme would be materially reduced.

Mr. Ramsay MacDonald on History Teaching.

MR. RAMSAY MACDONALD, in the course of an address at the official reception given to members of the City of London Vacation Course in Education, took occasion to refer to the teaching of history. Many people, he said, were shocked if a Scottish child, say, was brought up to glory in the Battle of Bannockburn. He was brought up to glory in it, and he was not ashamed of it. It was a bad thing for any child to be brought up on a history which did not appeal to his sense of the heroic and the romantic. They did want to feel that somewhere in their history the community to which they belonged did some great deeds. There was danger in the view that was in one of the official histories of one of the nations—that they were brothers and therefore they must all think alike. It was a very grave danger that in some countries there was only one authorized series of history books for the elementary schools up to the highest schools. That was terrible. When those in authority taught a history that was biased, untrue, narrow, propagandist, their history books were doing damage to everything that human beings ought to cherish. Mr. H. A. L. Fisher, in thanking Mr. MacDonald, said that when he was President of the Board of Education the suggestion came before him to convert the teaching profession into a branch of the Civil Service. If the Government appointed all teachers it might control them, and the country might be condemned to the use of a single historical textbook. We know of no teachers who would dissent from the view that this would be a calamity.

The N.E.F. Conference at St. Andrews:

THE British Isles Regional Conference organized by the new Education Fellowship of St. Andrews attracted a large number of visitors, some of them from the Continent, from America, Australia, South Africa, and elsewhere. The main theme of discussion was Education and Leisure, and the keynote was struck in the inspiring address of the President of the Conference, Dr. A. D. Lindsay, Master of Balliol. Every aspect of the subject was traversed in the various addresses and discussions. The tragedy of leisure, the leisure of the workless, crept into every discussion, and a critical study of modern educational practice was undertaken in order to make clear what reforms were needed to create a true democratic culture. This included a number of highly interesting demonstrations of new methods and practices and a restatement of the educational ideal in the light of

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world needs to-day. It was agreed that the need for a marked change in existing methods and practice was admitted by educationists generally, but that public opinion was not easily moved, and that government departments responsible for the direction of the national system were hindering progress by clinging to an imposed syllabus and to antiquated methods of examination. They tended to regard education as a means to induce boys and girls to accept the world as it is, whereas, as Prof. McClelland pointed out, its real function was to enable them to understand the world of the future so that they might play a worthy part in it, might turn to happy and fruitful use those triumphs of invention and mechanization that in the meantime only seem to increase unemployment and social unrest.

And the Arts and Crafts Exhibition.

A MARKED feature of the Conference was the emphasis placed on creative activities. In order to permit the members of the Conference to study the progress made in creative work, an extensive exhibition of arts and crafts was organized under the direction of Mr. McGregor, Director of Education for Fife. The Madras College was converted for the time being into an art gallery and a wonderful collection of exhibits from every part of the British Isles was brought together. These were in every case the work of the scholars, and the striking advance made in recent years was evident to all those who are familiar with school work. It would have been difficult to say that one part of the country was better than another. The work from London and other English centres was admirable, but not more so than that contributed from Zetland, Belfast, and many other places. There was a superabundance of material. The exhibits from Fife alone would have made an admirable exhibition. Demonstrations of spinning and weaving were given from time to time during the course of the exhibition. There was a marked feeling for colour, evidence of taste and skill in design, a welcome absence of mere copying, and a sense of joy in production that struck all visitors to the exhibition. It was evident that the teachers present found the show stimulating and suggestive. To deal with such a mass of material must have involved a great amount of labour, and Mr. McGregor deserves the gratitude of all teachers for the stimulus and inspiration the exhibition afforded.

The Rector of Lenzie Academy.

THE case of Mr. Murray, Rector of Lenzie Academy, has been before the public for some time. The Dumbartonshire Education Authority professed that his work was inefficient and transferred him to another school as an assistant teacher. The action caused great surprise because the Government reports on the School were quite favourable, and children, staff and parents all admired the Rector and were much attached to him. A double honours man of Glasgow and London Universities, his scholarship was not in question, and the public generally were at a loss to know what were the real grounds, if any, for Mr. Murray's degradation. There is a strong Parents' Association in connexion with the School, its very existence a proof of the Rector's interest in his work, and this Association protested to the Education Authority but without avail. Mr. Murray sought to interdict the Authority but his action failed, and under protest he proceeded to his new post and worked it loyally. The matter was then brought before the Court of Session, but in the meantime a new Rector has been appointed to Lenzie Academy and had begun work. In the Court of Session, Lord Pitman decided against the Education Authority on the ground that they were acting *ultra vires* in degrading a man to a lower position against his consent. After some discussion, the Dumbarton County Council has decided to accept the decision, and as Mr. Murray is still legally Rector of Lenzie Academy, and entitled to all the emoluments, they are left with a tangled web to unweave.

Aeronautical Research.

SHOULD a university accept a benefaction which may be used to promote war efficiency? The question has been raised at Cambridge in consequence of a gift of £10,000 by Sir John Siddeley for aeronautical research. The *placet* acknowledging the gift was withdrawn because notice of opposition had been given, and there is a custom at Cambridge not to put forward opposed business in Congregation during the vacation. The gift is offered without conditions and, as the Vice-Chancellor says in a letter to *The Times*, it is generous both on account of the amount and of the absence of conditions. The gift has not been refused, and is not likely to be refused. Any such precedent would embarrass the University in relation to many benefactions for the promotion of scientific research, most of which may benefit the nation in peace or war. Indeed, it is impossible to foresee the ultimate results of scientific research. The War itself, with all its horrors, brought some beneficial results for humanity, especially in the domains of medicine and engineering.

Academic Freedom.

THE Conference at Oxford on the question of academic freedom in universities shows a proper appreciation of the danger which Germany and Italy have fully demonstrated and the urgent need for preventive action. Prof. Lascelles Abercrombie pressed for constant watchfulness and preparedness. A teacher who cannot express his opinions on current questions must lose some of his virility and sense of responsibility. This applies to secondary and elementary teachers as much as to university teachers. The question of conduct was also raised—whether a higher standard should be expected from teachers than from the average citizen—a distinct question from the question of academic freedom, though difficulties often arising in controversial questions, such as preparation for national defence, have become more acute in recent years. If a large and instructed section of the community is excluded from helping to form national opinion on these questions, the Nation will in the long run be the loser, as we have seen in other countries.

Re-building Schools:

DR. F. H. SPENCER'S advocacy of the rebuilding of elementary schools is based on wide observation. Schools become out of date like battleships and the policy of scrapping is best and cheapest in the end. There is the redistribution of population and—an important consideration to which Dr. Spencer has previously directed attention—the reduction of child population. By 1948,

(*Continued on page* 602)

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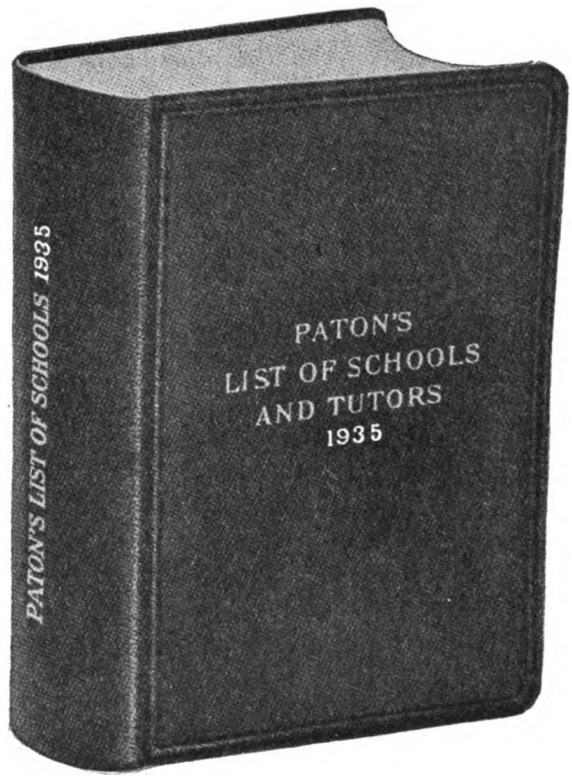

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he estimates, three children will be replaced by two. Furniture and equipment will also become obsolete. Local education authorities may be able to shoulder this burden, but the position of managers of non-provided schools is less enviable. In 1902, the question of what would happen when the time came for voluntary schools to be rebuilt was not discussed. Possibly the issue appeared to be too remote. Dr. Spencer asserts in an article in *The Times Educational Supplement* that "the rural schools are worse than town schools." Their playgrounds are, as a rule, abominable. If children learn at school the value of fresh air and sunshine, the lesson will not be forgotten in after life; and one result of rebuilding schools will be to impress this lesson.

Vice-Chancellors of London University.

IN our Occasional Note published in July on the Vice-Chancellors of London University, elected since the creation of the teaching University in 1900, there was by an oversight an omission of one. The number should be sixteen, not fifteen as stated, and the omission was Dr. Scott Lidgett, the distinguished Methodist divine. With Dr. Robertson, who became Bishop of Exeter, both Church and Dissent are worthily represented in the list and this accords with the history and constitution of the University. The predominance of medical men, who contribute seven names, remains only slightly affected; nor is the absence of scientific men affected. Without making invidious comparisons, it may fairly be claimed that the graduates in science and engineering form an important component of the University and this should be reflected in elections to the highest offices of the University as it was until recent years in the list of Principals, a list including such honoured names as Rücker, Miers, and Sibly, three out of five.

Physical Training.

INCREASED interest in physical training is reflected in the formation of a Central Council of Recreative Physical Training, whose first task was a survey of the facilities for adolescents both in urban and rural areas in Great Britain. That the Government is sympathetic to the provision of facilities for physical training by local authorities is proved by the sanction of loans during 1934–5 amounting to £2,300,000 for the provision of playing fields and open spaces. This is of special service to our adolescents; but the provision of open spaces benefits the whole population especially in urban areas. Under the new Town Planning Act, large urban areas compactly built over should become an anachronism. The new Council should give attention to the variety of games possible in restricted areas. Cricket, our national game, requires a large area to provide recreation for twenty-two players, as many of our schools have discovered; and the same is true of football, hockey, lacrosse. Some obsolescent games, such as quoits, not requiring expensive apparatus or large areas, might be revived.

Speech Days.

THE men of light and learning who give the public their views on education on the occasion of school speech days must often agree with Dr. Johnson about the difficulty of saying anything new on the subject. There is much chaff for a few grains of wheat. Sir Pendrill Varrier-Jones, at Wycliffe College, Stonehouse, protested against that besetting sin of schools—standardization, the ideal that children should be in dress, in gesture—or lack of gesture—even in shape of face—as alike as peas in the pod. The inevitable result, if the policy succeeds, must be that we shall be without leaders in the future. "What we need," he said, "is an educational system which will turn out individauls, not types." In the final analysis, this is the reason for resisting attacks on academic freedom. Attempts to suppress all freedom of speech and manners fix in our successors, as Sir Pendrill said, "all our own herd fetters and inhibitions, prejudices, and ideas."

Nationalism.

MR. FRED MANDER, Secretary of the National Union of Teachers, showed both sanity and boldness in addressing the World Federation of Education Associations at Oxford, on Nationalism. As he said, we cannot shed our sense of nationality, even if we wished. "Nor is there any reason why we should desire to do so." Nationalism is in bad odour at the moment because it is being exploited for bellicose ends, but in science, art, literature, and many important activities, national competition should be encouraged. The teacher's task is not "to strive for a soulless cosmopolitanism." Turning to the problem of peace, Mr. Mander said its solution called for understanding, appreciation, and sympathy—qualities which could be developed in some measure through education. Hence the validity of world co-operation in education, the basis of the conference. We note with pleasure that the University has conferred on Mr. Mander the honorary degree of Master of Arts.

Corporate Life.

ANOTHER notable address at the Conference, by Sir Michael Sadler, was on "Universities and Corporate Life." It is significant, as he pointed out, that the revival of secondary education in the nineteenth century took the form of new boarding schools for boys. These schools have fully justified their establishment. In girls' education, the first crusade was for the establishment of day schools. But the ideals of corporate life have slowly permeated all types of educational institutions, including even reformatory schools. Modern universities have accepted the residential hostel as a pale but useful substitute for the college of the ancient universities. Sir Michael Sadler traced the beneficent results of corporate life in the broadening of educational outlook, the partial obliteration of the old lines of social estrangement and in many extra-academic activities, including drama, exploration, field archaeology, travel, music, art, and social service. He appealed for high standards of excellence in these activities.

SPEECH.—The first number of *Speech*, a new quarterly journal published under the auspices of the British Society of Speech Therapeutists, was published on July 19. This new Journal covers ground that has so far remained untouched by any other periodical. The contributors include prominent members of the medical profession, psychologists, physicists, and other specialists. Their purpose is to present a scientific study of all matters concerning normal and abnormal speech, including speech defects and disorders, such as stammering, cleft palate, cleft lip, lisping, tied tongue, &c. *Speech* will be published quarterly at 2s. 6d. per copy, or 8s. per annum, post free. The publishers are Sir Isaac Pitman & Sons, Ltd., Parker Street, Kingsway, London, W.C. 2, to whom all inquiries should be addressed.

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Reviews

MODERN TECHNICAL COLLEGE BUILDINGS

Technical College Buildings, their Planning and Equipment. A Report by a Joint Committee of the Association of Technical Institutions and the Association of Principals of Technical Institutions with Representatives of the Royal Institute of British Architects and the Institute of Builders and a member of the Staff of the Board of Education. (3s., post free. Published by the Association of Technical Institutions and the Association of Principals of Technical Institutions.)

The increased importance of technical education has very naturally brought into prominence the need for new technical colleges, and, during recent years, several new colleges have been built. Rotherham, Willesden, Barking, South-East London, are among names which spring to the mind in this connexion. As industrial undertakings arise in new areas (Middlesex is an outstanding example) more colleges become necessary, and the guide to their planning and equipment in the Report on Technical College Buildings is invaluable. The cost of the report and its distribution to members of the associations concerned, local education authorities, public libraries, &c., has been provided through the generosity of the Carnegie United Kingdom Trustees. Copies may be obtained from the Hon. Secretary, A.T.I., Chelsea Polytechnic, London, S.W. 3.

The report is divided into five chapters and contains two appendices, one of which is a bibliography and the other a very useful list of publications containing plans and illustrations of recent technical colleges in Great Britain, and of the new day continuation school in Vienna. Since developments of technical education have already caused more than one deputation from this country to visit the Continent in order to study the highly efficient systems in European countries, it is natural that the report should pay attention to continental college buildings. Plans and general descriptions occur of such buildings as trade and domestic schools in Holland and the School of Artistic and General Trades of Zurich.

In the " general features of buildings " excellent advice is given on sites, design, planning, heating, lighting, fire prevention, first aid and structural features and materials. A chapter on general accommodation deals with such important features as lecture theatres, drawing offices, and architectural studies, library, administrative offices, store rooms, maintenance workshops, photographic dark-room, cycle and car accommodation, playground and playing fields. But to local education authorities, who contemplate new technical college buildings, the most important section of the report may well be that on departmental accommodation. Here will be found invaluable information on the points to be borne in mind in preparing for courses which demand the most careful preparation and equipment. Mention of but a few will indicate the range of the chapter : biology, building, chemistry, domestic science ; engineering (mechanical, electrical, civil, aeronautical, automobile, gas), fuel technology, leather industries, metallurgy, mining, and geology, pharmacy, physics, printing, textiles. We congratulate all concerned in the production of a report which is as timely as it is valuable.

AMERICAN AND ENGLISH IDIOM

A Dictionary of Modern American Usage. By H. W. HORWILL. (7s. 6d. net. Clarendon Press.)

The educated Englishman, especially if he happens to be a student of the language and literature of his native land, is sometimes pained at what he regards the criminal assaults of America, and in particular of Hollywood, upon the purity of spoken and written English as he conceives it. Up to a point this attitude of mind is perhaps justifiable. Our home-made supplies of ugliness and slanginess are abundant, and additions thereto are not urgently needed. But beyond this point it is very easy to over-state the case against free linguistic imports. One can, indeed, imagine an English teacher of English to have felt and said in recent times that salary *cuts* were intolerable, that teachers were *up against* trouble, and that it was *up to* them to protest—all the time not realizing that for these picturesque forms of expression he was indebted to America.

The fact is, of course, that American usages and idioms have come, and have come to stay, and that on the whole the English language as spoken and written in England is enriched in the process. Anyhow—or, as an American would write it, anyway—the facts are there, and have to be known and accepted by English people who visit America, or who have American friends, or, who (and their name is legion) read American books and magazines. It is partly for their benefit, but also for the benefit of Americans and of general students of language, that Mr. Horwill has laboured diligently to produce this valuable dictionary. The labour must indeed have been enormous, but fortunately there are clear signs that much of it has been a labour of love. His quotations are apt and numerous and up to date, and none of them are at second-hand. His aim has been quite definite. He has not attempted to anticipate on a small scale the great Historical Dictionary of American-English which Sir William Craigie and his collaborators have in hand. He has limited himself to comparing and contrasting English and American usages of words which are common to both vocabularies, and he has thus best met the needs of the classes of readers he has had in view. We hope the book will have the large sale which it certainly deserves.

GEOMETRY FOR THE MIDDLE SCHOOL

Fundamental Geometry. By Dr. P. B. BALLARD and E. R. HAMILTON. First Series. Pupil's Book III. (Paper, 8d. Limp Cloth, 10d.) First Series. Books I, II, and III. Teacher's Book. (2s. 9d. University of London Press.)

In the July issue of this *Journal* we welcomed the first two pupil's books of this new *Fundamental Geometry*. The third pupil's book, and the teacher's book which accompanies the three have now arrived, and they confirm us in our opinion that the whole work is a real contribution to the teaching of geometry to young children, and one that is likely to benefit geometrical teaching in general.

In their introduction to the teacher's book, the authors state that their aim has been to produce a systematic course of geometry for use at the middle school stage of the elementary school course, *i.e.* between the ages of 8 and 10. They point out that geometry has never been wholly neglected in the infant school, nor yet at the top of the senior school ; but that between these stages there is a neglected middle. The difficulty lies in finding a suitable approach. The Euclidean method is unsuitable, and the only alternative hitherto—that of drawing with instruments—has been found to require a degree of manipulative skill of which children are incapable. Perhaps it may also require a more adequate geometrical background than they possess. A further criticism of the instrumental approach is that it separates the formal or " thinking " kind of geometry from the practical or " doing " kind.

As a remedy for these various ills, Dr. Ballard and Mr. Hamilton have devised their approach through coloured shapes which we commended in our earlier review of the first two pupil's books. The third pupil's book continues the course there discussed. Towards the end, the pupil is trained to use instruments but he uses them with a far wider geometrical knowledge than usual.

The teacher's book is a more important piece of work since it expounds the scheme of the whole, and serves as a remarkable teaching manual, and one that could be read with advantage by any teacher of geometry. It shows

(*Continued on page* 606)

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that the three pupil's books are each planned to cover a year's work by weekly lessons, the first book for the eight year olds. The rest of the book is a detailed account of the class procedure for each lesson. Particularly good and thorough are the oral instructions which are suggested. We foresee a future for this book. Teachers who follow it can scarcely go wrong, and they are certain to teach geometry in an enjoyable and fruitful way. The whole course should be useful not merely for the middle elementary school child, but for young children in any school.

Minor Notices and Books of the Month

ECONOMICS

The Mineral Sanction as an Aid to International Security. By Sir THOMAS H. HOLLAND. (2s. net. Oliver & Boyd.)

Since Article XVI of the Covenant of the League of Nations, which lays down the economic sanctions to be enforced against an aggressor state, has proved to be too drastic to be practicable, it has been proposed that a " mineral sanction " should be substituted for it, in the form of " an agreement among the nations to refuse supplies of minerals . . . to an ' aggressor.' " This proposal is explained and discussed in this extremely competent and interesting little book by the distinguished Principal of the University of Edinburgh. The efficacy of the plan depends on the fact that " no country is self-contained as regards natural mineral supplies," and this thesis is convincingly supported by a full analysis of the mineral resources. of the seven principal industrialized powers, from which it appears that no state could possibly face the prospect of a war if its mineral imports were cut off. No student of international relations can afford to neglect this very important contribution to the problem of peace and security.

Industry and Society : How we Work and How We are Governed. By F. H. SPENCER. (Cloth Boards, 2s. 6d. Limp, 2s. 3d. University of London Press.)

Dr. Spencer gives us here an elementary outline of descriptive economics and of the machinery of government. He explains things clearly and interestingly, and the value of his book is increased by its illustrations and exercises. There are one or two slips in the second part : thus in the account of the Parliament Act (page 120) " twice " should be " thrice," and it is not true to say (page 169) that in local government elections " all resident men and women have a vote." But these are minor blemishes on a capital little book.

The Local Social Survey in Great Britain. By A. F. WELLS. (6s. net. Allen & Unwin.)

This rather expensive book of 108 pages on the aims, methods, organization, and value of the social survey, defined as " a fact-finding study, dealing chiefly with working-class poverty and with the nature and problems of the community," is based on materials collected for a Report to the Halley Stewart Trustees. It contains a bibliography of social surveys and allied works.

The Citizen and His Money. By H. M. COOK. (2s. net. Arrowsmith.)

This book undertakes the novel task of explaining to children those parts of their arithmetic books which are not purely arithmetical, such as monetary systems, buying and selling, taxation, banking, and investment. It should be useful in the hands of a good teacher.

The Story of English Industry. By A. B. LOCK. Part I. *From the Beginnings to* 1700. Part II. *From* 1700 *to the Present Day.* (Cloth Boards, 1s. 10d. each. Limp Cloth, 1s. 8d. each. Complete, 3s. 6d. University of London Press.)

World Reorganization on Corporative Lines. By G. DE MICHELIS. (10s. net. Allen & Unwin.)

(Continued on page 608)

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"The Journal of Education" (Vol. LXIV), from January to December, 1932, may fairly be said to cover the whole field of elementary and secondary education, since every subject of interest to teachers and pupils is dealt with in one form or another in these 850 pages. One of the invaluable sections of this volume is the review of books for examination purposes; and special articles on teaching will be found very useful."—*The Yorkshire Post, December* 28, 1932.

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GEOGRAPHY

The West Country. By R. A. J. WALLING. (7s. 6d. net. Blackie.)

Our experience is that in actual touring or holiday-making, the best aids are a good map and a drily accurate guide-book. But there are also to be considered the preparations beforehand, and perhaps more important still, the recalling of pleasant memories afterward—perhaps when autumn or even winter has come round again. Then we think is really the best time for Mr. Walling's book, which is not a complete itinerary or a guide-book, but a mine of well-chosen and interesting information about the West Country—such a collection of material as could have been given only by a well-informed lover of his subject. The reviewer happens to be a Devonian by birth and a Cornishman by adoption, and he can certify confidently that Mr. Walling has produced a book which will not only be satisfying to a beginner, but which also, with its many references to other books, will prove most useful to the already initiated.

The Institute of British Geographers. Publication No. 3. *The Changing Sea Level: Four Lectures given at the University of London in November*, 1933. By H. BAULIG. (3s. G. Philip & Son.)

Although, within the narrow compass of direct observation, the mean sea level may be considered invariable with respect to the bordering lands, the same cannot be said of the much longer periods involved in the development of geological processes. To investigate the causes and results of the changing sea-level during geological times is the thesis of this publication. Mr. Baulig has been very successful, not only in carrying out this difficult investigation, but also in the scholarly manner in which he has recorded the results of his research. The four lectures are printed under the following headings: (1) A Critical Retrospect; (2) A New Line of Research; the High Levels of Erosion; (3) Interpretation; (4) In Search of More Facts.

Geography for Preparatory Schools. By C. E. W. V. REYNOLDS. (3s. Blackie.)

This geography is intended for the use of boys in preparatory schools who are preparing for the Public Schools' Entrance Examination. The best part of this geography consists of three chapters in which there are satisfactory explanations of (*a*) the earth as a spinning globe; (*b*) contour maps; (*c*) physical geography. In a modern textbook it is surely unnecessary to print lists of capes, hills, and rivers when such features can be studied much more effectively on the maps of a good atlas.

Philips' New Modern School Atlas of Comparative Geography: a Series of 96 Coloured Plates, containing 185 Maps and Diagrams Forming a Comprehensive Survey of Physical, Political, and Economic Geography, with an Introduction and a New and Complete Index. Twenty-eighth Edition, Enlarged and Reconstructed. Edited by G. PHILIP. (5s. G. Philip & Son.)

In the new edition of this very popular atlas, the publishers have made considerable changes including revision and enlargement. The number of plates has been increased from eighty to ninety-six and many new and valuable features have been added, together with fourteen pages of climatographs. The atlas, in its revised form, is so comprehensive in scope that its contents will be found to satisfy the requirements of students preparing for the various school and university examinations. For so excellent a publication, the price is remarkably low. It may further be noted that copies of the previous edition can still be obtained by schools in which it is not at present desired to make a change.

The Holy Land. Part I. *The Land.* Part II. *The People and their Work.* By Dr. E. M. SANDERS. (2s. 6d. G. Philip & Son.)

The various sections of this book are notable for the beautiful pictures of geographical and human interest, and also for the instructive descriptions with suitable exercises based on them. In Part I children will be able to study the characteristic features of the scenery of the Holy Land and in Part II they will gain vivid impressions of the people and their work. This book can be cordially recommended to teachers for use in Scripture lessons and also to teachers engaged in Sunday school work. It is worthy of note that the two parts may, if desired, be obtained separately.

Downs and Weald: a Social Geography of South-East England. By J. F. P. THORNHILL. (2s. 6d. Christophers.)

Schools in South-East England are fortunate in having so delightful a book as this prepared for their use. The writer describes the geographical features of the Downs and Weald as the main part of his theme, but in the course of his descriptions he skilfully introduces references of historical and general interest; he explains the conditions of life in the villages; how dew ponds were made; how Newhaven arose as a Channel port; the importance of regional planning in East Kent and West Sussex. At the end of the text the reader is provided with (*a*) a scheme of work; (*b*) hints on local studies. It is to be hoped that copies of this book will find their way into every school and library in South-East England.

A Systematic Regional Geography: a Post-Matriculation Course. By Prof. J. F. UNSTEAD. Vol. I. *The British Isles.* (6s. University of London Press.)

Prof. Unstead is a well-known authority on the scientific study of regional geography; the two essential features of his method are (*a*) a study of areas of the earth's surface in their entirety, and (*b*) a study of the smallest regions or unit areas (then by combining the unit areas into larger ones until the major regions of the world are reached). In the Geography of the British Isles, just published, this method of treatment has been most successfully applied, with the result that the geography is a most suitable one for the use of post-Matriculation students in training colleges and universities. Geographies, therefore, will not only welcome this work as a valuable addition to their present textbooks, but they will also look forward with interest to the other volumes of the series which Prof. Unstead is now preparing.

Studies in Geography. The British Empire. By E. I. DAUGHTRY. (2s. 6d. Heinemann.)

For pupils preparing for the various School Certificate Examinations, this geography might with advantage be included in the list of textbooks, as it provides a sound course of instruction on the Empire and at the same time contains an interesting account of each of the larger Dominions. Satisfactory illustrations (diagrams, sketch maps, and pictures) accompany the text, and at the end of each chapter there are suggestions for individual work.

The Young Discoverers: a Simple Geography Series for Reading and Study. By Dr. E. E. FIELD. (Book I, 1s. 6d. Book II, 1s. 9d. Book III, 2s. Book IV, 2s. 3d. Cassell.)

In Books I and II the text is printed in large type and the reading lessons are very elementary in character. In Books III and IV the lessons are a little more advanced and they contain more detailed descriptions. Throughout the series, however, there are suggestions for practical exercises that can be done by the children and all the illustrations have been very carefully selected.

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How to Look at Geographical Pictures. By W. J. H. WATKINS and H. S. L. WATKINS. (Paper, 1s. 3d. Cloth, 1s. 6d. Macmillan.)

This little book supplies a much-needed want. Children not only see pictures at the cinema, at school, and in their textbooks, but they even meet with them sometimes in the examination room. Some training in the analysis of pictures is certainly required. The authors of this book have provided for this purpose a number of very beautiful pictures, each of which has been chosen because it shows a typical scene of geographical interest. Under each picture questions are printed in order to suggest the important points which should be looked for—the answers to these questions are supplied at the end of the book.

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Unrolling the Map: the Story of Exploration. By L. OUTHWAITE. (16s. net. Constable.)

The Regions of the World in Pictures. Set II. *West and Central Africa.* Selected, and with Descriptive Notes, by G. J. CONS. (1s. 3d. University of London Press.)

Senior Practical Geography. By E. J. ORFORD. Pupil's Book. (Limp, 2s. 2d. Boards, 2s. 4d. University of London Press.)

The Countryman's England. By DOROTHY HARTLEY. (7s. 6d. net. Batsford.)

(Continued on page 610)

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CORRECTION

On Frappe Les Trois Coups! By S. TURNBULL. (1s. 6d. Oxford University Press.)

By an unfortunate error the review of Mr. Turnbull's book of Short Plays in our August issue referred to another work. We shall print the review of Mr. Turnbull's book in our October number.

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SCIENCE

The Golden Science Series. By ELSIE V. M. KNIGHT. Book II. (Limp, 2s. 6d. Cloth Boards, 2s. 9d. University of London Press.)

Suited to pupils of about 12, the first half of this book is biological; it is followed by chapters on coal gas and electricity in the home, physiology, physiography, and a little astronomy. Excepting a few blunders, the book is well and pleasantly written; but the statements (page 52) that proteins contain no carbon, and (page 102) all the feet of the frog are webbed, should be corrected forthwith; and "carbon" should be inserted before "assimilation," or "photosynthesis" substituted on pages 47 and 64.

A Class Book of Problems in Chemistry to Higher School Certificate. By A. HOLDERNESS and J. LAMBERT. (Without Answers, 1s. With Answers, 1s. 6d. Heinemann.)

While there are several books of numerical chemical problems, there has hitherto been none—so far as we know—specially devoted to the requirements of the Higher Certificate candidate. Many teachers must have wished for such a help, and Messrs. Holderness and Lambert will have earned their gratitude.

A Laboratory Manual in General Chemistry. By Prof. W. FOSTER and Prof. H. N. ALYEA. Fourth Edition. (9s. net. Princeton: Princeton University Press. London: Oxford University Press.)

This book was originally written as a companion volume to Prof. Foster's *Introduction to General Chemistry*, but the authors are quite justified in saying that it can be used in conjunction with any standard textbook for (university or college) beginners in chemistry. It is accurate, lucid, and very completely arranged, and may be recommended to those in charge of large classes of older students. Each "assignment" has been so designed as to require approximately three hours.

(1) *Living Things: an Introduction to Biology.* By R. PALMER. (7s. 6d. Allen & Unwin.)

(2) *Everyday Biology.* By Prof. F. L. FITZPATRICK and R. E. HORTON. (8s. 6d. net. Constable.)

Both these books are on right lines, though differing in scope and style: they are definitely biological as opposed to zoological and botanical. The requirements of School Certificate and Matriculation examinations are more than met by (1), which very properly gives prominence to mammalian physiology. Its final chapter "The Methods of Science" is admirable logic. (2) Ranges over a wider field, devoting many pages to the economic aspect and to man's control over other forms of life. Since, however, much of the material is American, this book is not suited to class use in Britain.

A School Course in Hygiene: Being an Adaptation for School Use of "A First Course in Hygiene." By Dr. R. A. LYSTER. (3s. 6d. University Tutorial Press.)

A Textbook of Light. By L. R. MIDDLETON. (6s. Bell.)

The Teaching of Biology. By MARY E. PHILLIPS and LUCY E. COX. (4s. 6d. net. University of London Press.)

Properties of Matter. By H. STEELE. (4s. Murray.)

Atomic Physics. By Dr. M. BORN. Authorized Translation from the German Edition by Dr. J. DOUGALL. (17s. 6d. net. Blackie.)

Zoological Technique: for Teachers and Senior Students. By T. L. GREEN. (5s. net. Allman.)

School Certificate Examples in Physics. By Dr. W. G. DAVIES. (2s. 6d. In Parts, *Mechanics*, 1s. 3d. *Heat, Light, and Sound*, 1s. 3d. *Electricity and Magnetism*, 1s. Arnold.)

General Physics. By E. NIGHTINGALE and W. PEARSON. (Part I, 2s. 6d. Part II, 3s. Part III, 2s. 6d. Complete, 6s. 6d. Bell.)

Magic in the Woods: a Story Book of Trees. By G. H. BROWNING. (3s. 6d. Burns, Oates & Washbourne.)

Introductory Science. By J. A. LAUWERYS. Part III. (Paper, 1s. 9d. Cloth, 2s. Arnold.)

The Biology of Flowers. By W. O. JAMES and A. R. CLAPHAM. (8s. 6d. net. Oxford: Clarendon Press.)

Sex Education: a Manual for Teachers. By Dr. W. W. CHARTERS, Dr. D. F. SMILEY, and Dr. RUTH M. STRANG. (1s. net. New York: Macmillan.)

The World Around Us: a Short Account of the Heavenly Bodies. By H. W. ALLAM. (1s. 3d. Macmillan.)

Experiments in Organic Chemistry. By Prof. L. F. FIESER. (8s. 6d. Heath.)

Analytic Mechanics. By Prof. J. A. MILLER and Prof. S. B. LILLY. (5s. Heath.)

The Principles of Heredity. By Prof. L. H. SNYDER. (12s. 6d. Heath.)

Relativity: an Elementary Explanation of the Space-time Relations as established by Minkowski, and a Discussion of Gravitational Theory based thereon. By Dr. F. W. LANCHESTER. (12s. net. Constable.)

Principles and Practice of Preventive Medicine. Edited by Dr. C. W. HUTT and Dr. H. H. THOMSON. Vols. I. and II. (£3 13s. 6d. net. Methuen.)

How to Identify Trees and Shrubs from Leaves or Twigs in Summer or Winter. By C. T. PRIME and R. J. DEACOCK. (1s. net. (Cambridge: Heffer.)

Paton's List of Schools and Tutors. An Aid to Parents in the Selection of Schools. Thirty-eighth Annual Edition, 1935–1936. 978 pages, with Map Supplement. (5s. Paton.)

This book has established a great record of nearly forty years of unquestioned usefulness, and Messrs. Paton continue to provide us therein with classified lists of schools arranged for easy reference. Suppose a preparatory school for boys is desired. Conditions (say) North-West of England, fees round about ninety guineas, where there is a rifle range and a chemical laboratory, &c. Possibly a school where entire charge could be undertaken. Turn to alphabetical index, and direction is given to the proper pages. To an "old boy" there is much of interest, and even a spice of humour here and there. "No work before breakfast," says one advertisement. Whilst those who foresee the coming of a new era of prosperity will notice that certain schools "Have no vacancies at present." The book is a pleasure to handle, the artistic illustrations being especially noteworthy.

British Association Meetings at Norwich

THE presidential address to Section L (Educational Science) of the British Association will be delivered on September 6 at the Norwich Meeting by Dr. Pickard-Cambridge, Vice-Chancellor of Sheffield University. Dr. Pickard-Cambridge will speak on Education and Freedom. His address will emphasize the need of educating for freedom, if the kind of freedom which is characteristic of democracy is to be maintained in the face of the forces which tend to produce an inert and uncritical mentality at the present time. The relation of freedom to discipline and the effect of examinations in discouraging freedom of mind will be briefly discussed. The same morning has been chosen appropriately for the reading of papers on "Discipline" by the following speakers: Mr. J. H. Badley, Headmaster of Bedales School; Mr. T. F. Coade, Headmaster of Bryanston School, Miss Addison Phillips, formerly Headmistress of Clifton Girls' School; and Mr. Spencer Leeson, Headmaster of Winchester College. Dr. W. W. Vaughan, formerly Headmaster of Rugby, will lead the open discussion, which will be continued by Miss E. M. Higson and other members.

The new interest in Physical Education as shown by the formation of the Central Council for Recreative Physical Training, is appropriately reflected in the meeting, on September 10, which is devoted to Physical Education, when papers will be read by a notably strong team of experts. They include Colonel Campbell, of Edinburgh University, well known for his War-time work in physical training, Mr. Maurice Jacks, of Mill Hill School, where the subject is organized on modern lines; Miss Drummond, Principal of Dunfermline Physical Training College, Mr. E. Major, Warden of the Carnegie Physical Training College, Leeds; Mr. S. F. Rous, Secretary of the Football Association, and Dr. Lewis Walker, medical adviser to the Boy Scouts Association. Mr. Major will speak on physical recreation in relation to the problem of unemployment, and Mr. Rous will speak of the proper organization of school games and accurate instruction in public sport. Dr. Walker has arranged for a brief demonstration by a party of Boy Scouts. The Gaumont British Film Company will also show five films illustrating modern methods of physical education.

The meeting has already attracted keen interest and there is likely to be a record attendance. Applications for membership tickets of the British Association should be addressed to Dr. O. J. R. Howarth, at Burlington House, London, W. 1, full particulars of the programme of Section L may be obtained from the Recorder, Mr. Gray Jones, 29 Gordon Square, London, W.C. 1.

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Topics and Events

LIST 60.—The Board of Education has issued a new edition of the list of secondary schools and preparatory schools in England which it recognizes as efficient. The list gives the names of some 1,600 secondary schools, showing the responsible body, the headmaster or headmistress, fees charged, examinations taken, and the number of pupils, boarders, and pupils pursuing a course beyond the School Certificate Examination. It also includes a list of about 300 preparatory schools, showing the headmaster or headmistress, fees charged, and the number of pupils (boarders being shown separately). Copies may be purchased directly from H.M. Stationery Office. Price 3s.

* * *

POSTER COMPETITION.—The Health and Cleanliness Council announces that it is prepared to consider designs for posters, which should be calculated to support the objects of the Council—namely, to inform the public of the importance to health of cleanliness and cleanly practices. The Council offers the following prizes of five and three guineas to students of art schools and poster studios for the best two designs to be received before or during Health Week, October 6–12, 1935, and consolation prizes of one guinea each for any other designs accepted by the Council. Conditions and regulations may be obtained from the Health and Cleanliness Council, 5 Tavistock Square, London, W.C. 1, marked clearly "Poster Competition."

* * *

EDUCATIONAL BIBLIOGRAPHY.—The League of Nations International Institute of Intellectual Co-operation in Paris has just issued a selected Educational Bibliography. The Bibliography has been compiled by the Institute in collaboration with National Educational Information Centres, and is a first attempt at an international educational bibliography. On this occasion, it has been confined to books and articles, published in 1934, which deal specially with national systems of education and with international relations from the point of view of teaching. Twenty-two national centres have furnished material for the Bibliography. The section devoted to Great Britain, which was prepared by the Office of Special Inquiries and Reports of the Board of Education, occupies some seventeen pages and is rather more extensive than that furnished by many of the contributing countries. Copies of this *Bibliographie Pedagogique Internationale* are obtainable from the Institut International de Cooperation Intellectuelle, 2 rue de Montpensier, Palais-Royal, Paris 1er, price 18 francs.

* * *

THE VACATION TERM FOR BIBLICAL STUDY.—The Vacation Term for Biblical Study held its annual meeting this year at Newnham College, Cambridge, from July 27–August 10. This term was instituted thirty-two years ago in response to a desire expressed by many; to-day it satisfies an increasing need. More and more students of the Bible, teachers, and others, are welcoming a yearly opportunity of becoming acquainted with the latest researches into its teachings, and of receiving guidance as to the books to read. The plan adopted is as follows: the term lasts a fortnight, a central theme is selected, and four courses of four lectures, two in each week, are arranged on subjects connected with this central theme. The lecturers are experts in their field, and are chosen without regard to their particular religious standpoint. Single lectures are also given on points that are exciting general attention, for example, one on the Mosaic Age in the Light of Archaeology and the Monuments, by Prof. S. A. Cork. Of special interest to the teachers present, was the address given by Mr. Spencer Leeson, the new Headmaster of Winchester College, on Religious Education in Schools. The central theme this year was Eternal Life; the two courses of the first week dealt with the Idea of Eternal Life as it developed in Judaism from the exile to the Birth of Christ, and with the eschatological alternatives to the Christian doctrine of eternal life and the grounds and nature of the Christian hope. The former was given by the Rev. Laurence E. Browne, and the latter by the Rev. John Baillie. The Rev. C. Anderson Scott spoke on the Modern Approach to the Bible, and the Rev. C. F. Rogers, on Life after Death in the Art of the Catacombs. The subjects of the second week were the Fourth Gospel by the Rev. W. F. Lofthouse, and Communion with God: in the Worship of the Community and of the Individual, by the Dean of Winchester.

* * *

DRAMATIC PRODUCTION.—The Autumn Term of the week-end course of dramatic production, organized by the Little Theatre, Citizen House, Bath, for all who are interested in dramatic art or in social and educational drama, will open at the Everyman Theatre, Hampstead, on Sunday, October 13, 1935. The Board of Education has again emphasized the value which it places on dramatic training, by requesting members of the staff of Citizen House, Bath, to give the lectures and demonstrations which form part of this Course, in various parts of the country to large classes of teachers in elementary and secondary schools. Well-known West-end actors and producers are responsible for the dramatic training, and during the autumn term, the staff will include Miss Marion Fawcett (of the Royalty Theatre), Mr. Arthur Ewart (late of Henry Ainley, Leon M. Lion, and C. B. Cochran's companies), Mr. Gerard Neville (producer, English Repertory Players), together with the permanent staff of Citizen House, Bath, and of the Everyman Theatre, London. All members of the course are thus assured of the most expert and modern tuition in every detail of stagecraft and dramatic technique. An interesting feature of the autumn term will be the specialized course in play-writing, which will be held under the direction of Miss Marion Fawcett. Special mime classes are also undertaken, as this work has been found invaluable in schools, community groups, &c., and forms indeed the background of all acting. All readers are invited to attend the inaugural meeting of the course at the Everyman Theatre, Hampstead, at 2.30 p.m. on Sunday, October 13, when demonstrations and talks on stage technique, art of acting, scene-design, make-up, &c., will be given. This meeting is free to all interested, and application for invitation tickets should be made to the Hon. Secretary, Little Theatre, Citizen House, Bath, enclosing a stamped envelope.

Already the autumn publishing season is upon us, heralded by an early Autumn List issued by MESSRS. J. M. DENT & SONS, LTD. Scientific and other readers will welcome the announcement that the five additions of modern authors to Everyman's Library include Eddington's *Nature of the Physical World*, which will thus be available at 2s. net. Four new volumes in the Master Musicians Series are promised, and the re-issue of the six books of Daglish's "How to See" Series in two volumes, *Birds, Beasts, and Pond Life* and *Plants, Flowers, and Insects*, at 6s. 6d. net each.

* * *

The Autumn List issued by MESSRS. GEORGE ROUTLEDGE & SONS, LTD., and KEGAN PAUL, TRENCH, TRUBNER & CO., LTD., opens with the announcement of a new volume by E. Wingfield-Stratford, *The Harvest of Victory*, which covers the period 1919–26. Dr. S. Gladstone has prepared a revised edition of Tilden's *Chemical Discovery and Invention in the Twentieth Century*, and cheap editions are announced of Sven Hedin's *Across the Gobi Desert* and Sir Percy Sykes' *History of Exploration*. Leigh Ashton has prepared a topical book on Chinese art, and D. Charles Ottley is dealing with the cinema in education.

* * *

THE UNIVERSITY OF LONDON PRESS, LTD., has issued a useful list of the firm's books for secondary schools, set out in the usual clear style associated with that Press. It is classified by subjects and includes teachers' as well as class-books.

* * *

Publications of the STUDENT CHRISTIAN MOVEMENT PRESS suitable for Scripture courses leading to Cambridge and Oxford Higher, School and Junior Examinations, and London Matriculation and General School Examinations have been brought together in an eight-page pamphlet. Books for class use are specially marked.

* * *

Under the aegis of the Home and School Council of Great Britain, a popular course of six lectures on "Advances in Understanding Ourselves," will be given by Miss Mary Macaulay (practical psychologist), at Friends' House, Euston Road, London, N.W. 1, commencing Tuesday, October 8, at 5.45 p.m. This course is intended for all who wish to understand more clearly why both children and adults behave as they do, and to realize better what is normal at different ages.

* * *

A book entitled *Advances in Understanding the Child* is shortly being published by the Home and School Council of Great Britain. It consists of a collection of child study outlines and articles previously published in the organ of the Council, *Parents and Teachers*. Contributors include: Dr. H. Crichton-Miller, Dr. Graham Howe, Dr. E. A. Bennet, Dr. E. A. Hamilton Pearson, Dr. Emanuel Miller, Geraldine Coster, G. A. Lyward. Price 1s. Special terms for members of affiliated groups.

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Supplement to
THE JOURNAL OF EDUCATION

No. 794 SEPTEMBER 2, 1935

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Crabtree Exhibition in Natural Science: T. N. Allen (Merchant Taylor's School, Crosby). Open Scholarship in Natural Science: D. J. Crisp (Eltham College).

ST. JOHN'S COLLEGE, CAMBRIDGE

Choral Scholarship: H. R. Jeffery (Felsted School). Open Exhibition in History: D. F. Burden (Beverley Grammar School).

TRINITY COLLEGE, CAMBRIDGE

Mathematics Scholarship: R. L. Brooks (Hymers College, Hull).

TRINITY HALL, CAMBRIDGE

Open Scholarship (Modern Languages): P. R. Oliver (Felsted School). Open Exhibition (History): J. T. Boon (Felsted School).

UNIVERSITY COLLEGE, EXETER

Senior Open Scholarships of £100: Mathematics: N. G. Arscott (Sutton School, Plymouth); Chemistry: D. G. Turner (Grammar School, Torquay). Open Scholarships of £80: Chemistry: J. H. Brittain (R. Grammar School, Worcester); Physics: S. P. W. Butler (High School, Devonport); Zoology: A. R. Carr (Grammar School, Battersea); History: D. G. E. Lewis (Cotham Secondary School, Bristol); Modern Languages: R. M. Robson (R. Grammar School, Colchester); English: Betty Smart (High School for Girls, Gloucester); Physics: S. G. Tomlin (High School, Southend); History: G. R. Wheeler (Grammar School, Dorchester). Scholarship of £30: C. Venn (Hele's School, Exeter). Scholarship of £15: S. Vivian (County School, Redruth). Exhibitions of £30: M. H. Everdell (Elmhirst County School, Street), H. Fyrth (Grammar School, Dorchester), W. Pike (Crewkerne School, Crewkerne), M. G. A. D. Scott, (Grammar School, Batteresa), A. E. Worley (Christ's Hospital, West Horsham). Close Scholarships and Exhibitions: Glanely Scholarship of £70: A. J. Creedy (Grammar School, Barnstaple); George Christopher Davie, Masonic Exhibition of £50: D. G. Gay (Grammar School, Teignmouth); Thomas Tatem Scholarship of £80: T. D. Hooper (Grammar School, Bideford); Sir Richard Grenville Exhibition of £25: T. H. Spencer (Grammar School, Dartmouth).

UNIVERSITY COLLEGE, LEICESTER

Bennett Scholarship (£45 per annum for three years): J. S. Gibson (Wyggeston Grammar School for Boys, Leicester, and Kirby Muxloe Council School). Close Scholarships (£45 per annum for three years): Barbara M. Parkes (Collegiate School for Girls, Leicester), H. Thornton (Wyggeston Grammar School for Boys, Leicester). Open Scholarship (£40 per annum for three years): L. C. Branson (Wyggeston Grammar School for Boys), Mary M. Bunnett (Alderman Newton's Girls' School and University College, Leicester), S. Herbert (Hinckley Grammar School and University College, Leicester), K. R. Wilson (Alderman Newton's Boys' School). Bursaries (£20 per annum for three years): J. Coleman (Wyggeston Grammar School for Boys), H. W. Davies (Alderman Newton's Boys' School, Leicester), Barbara Lewis (St. Paul's School, Edgbaston and University College, Leicester), Kathleen M. Oughton (Wyggeston Grammar School for Girls, Leicester), Margaret J. Thorn (Hunts County Secondary School, Fletton).

UNIVERSITY OF LONDON

Open Scholarship (Physics): J. W. Nicholas (Felsted School). West (Open) Scholarship: R. W. Smith (Beverley Grammar School).

BEDFORD COLLEGE, LONDON

Reid Scholarship (Arts): Miss R. E. Bolt. Clift-Courtauld Scholarship (Arts): Miss M. E. Carson. Reid Trustees' Scholarship (Arts): Miss H. W. Thompson. Pfeiffer Scholarship (Science): Miss R. M. Davies. Deccan Scholarship (Science): Miss M. E. Nutt. Scholarship (Geography): E. Weightman (Westonbirt School).

CHARING CROSS HOSPITAL MEDICAL SCHOOL, LONDON

Entrance Scholarship: D. A. K. Carnegie (Eltham College).

FARADAY HOUSE ELECTRICAL ENGINEERING COLLEGE, LONDON

Faraday Scholarship (80 guineas per annum): H. T. Prior (Westcliff High School). Maxwell Scholarship (60 guineas per annum): A. G. Duerdoth (Tiffin Boys' School). Exhibitions (40 guineas per annum): R. Ferguson (Erith County School), T. F. S. Hargreaves (Essex County High School).

KING'S COLLEGE, LONDON

Sambrooke Scholarship in Arts: R. H. Smith. Sambrooke Scholarships in Natural Science: K. L. Butcher and B. E. Noltingk. Founders' Company Scholarship in Engineering: F. G. West. Sambrooke Scholarship in Engineering: R. Griffiths. Laws Entrance Scholarship: Miss E. Stevenson.

KING'S COLLEGE OF HOUSEHOLD AND SOCIAL SCIENCE, LONDON

Major College Scholarship (£80 per annum for three years): Miss B. Glascock (Royal School, Bath). Minor College Scholarship (£40 per annum for three years); Miss B. L. Martin (St. Martin's High School, Tulse Hill).

LONDON (ROYAL FREE HOSPITAL) SCHOOL OF MEDICINE FOR WOMEN

St. Dunstan's Medical Exhibition (£60 per annum for five years): Alberta Jeans (Mary Datchelor Girls' School, Camberwell). Mrs. George M. Smith Scholarship: M. C. Smith (Ipswich High School). Mabel Sharman Crawford Scholarship: R. E. M. Bowden (London S.M.W.). Bostock Scholarship for Women: Dr. A. Glynn (Imperial College of Science). Dr. Margaret Todd Scholarship: I. S. Chalmers (London S.M.W.). Sarah Holborn Scholarships: G. M. E. Keevil and M. L. Mittell (London S.M.W.). Fanny Butler Scholarship: F. M. Roberts (London S.M.W.). A. M. Bird Clinical Scholarship: M. D. Thomas (London S.M.W.). Alfred Langston Scholarship: E. B. Palmer (London S.M.W.). Flora Murray Bursary: B. E. Barsley (London S.M.W.). Ellen Walker Bursary: D. M. Carr (London S.M.W.). Special A. M. Bird Scholarships: L. M. Bates, E. M. Cumming, J. E. Grant, and E. A. Nettell (London S.M.W.). A. M. Bird Post-Graduate Scholarship in Pathology: Margaret A. Jennings. Mabel Webb and A. M. Bird Research Scholarship: F. Charlotte Naish.

LONDON SCHOOL OF ECONOMICS

Leverhulme Scholarships: P. R. Marshall, Miss Margaret Collins (Portsmouth High School, Southsea), J. N. Kidd, J. Williams. Entrance Scholarships: Miss Sylvia Stern and D. A. V. Allen. Whittuck Scholarship in Laws: J. D. Mitchell.

QUEEN MARY COLLEGE, LONDON

Drapers' Company's Arts Scholarships: N. E. Price and Miss G. M. Garman. Drapers' Company's Science Scholarships: R. J. Sanders and D. S. M. Davis. Drapers' Company's Arts Exhibitions: G. Neasham and Miss O. M. Gilding. Drapers' Company's Science Exhibitions: J. C. E. Jennings and Miss P. K. Stein. (The above eight awards are subject to the approval of the Court of the Drapers' Company.) College Exhibitions (Arts): A. P. Gardner, A. E. Mills, C. D. Chandaman, A. H. Taylor, W. G. Mentern, and M. J. W. Toledo. College Exhibitions (Science): J. H. Gosden, J. D. McNeil, J. Harbidge, and P. G. Gray.

QUEEN'S COLLEGE, LONDON

The Professors' Senior Scholarship: Madeline Dreyfuss. The Professors' Junior Scholarship: Betty Bisschop. The Cambridge Scholarship: Rosamund Firth.

ROYAL HOLLOWAY COLLEGE, LONDON

Scholarship (£40 per annum for three years): Margaret Mackay (Mary Datchelor Girls' School, Camberwell). Science Scholarship: Rhoda Clarke (Wycombe High School). Open Scholarship in History (£70 per annum): Gwendolen Geary (Portsmouth High School, Southsea).

UNIVERSITY COLLEGE, LONDON

Faculty of Arts: Andrews Entrance Scholarships: Classics: D. J. McCarthy (Cardinal Vaughan School); Arts: R. E. Brock (Kilburn Grammar School). Campbell Clarke Entrance Scholarship: English Language and Literature: G. K. L. Ogilvy (Wanstead County High School). Rosa Morison Entrance Scholarship: Arts: Margaret A. Pellow (St. Martin's High School, Tulse Hill). West Entrance Scholarship: English History and English Language: R. W. Smith (Beverley Grammar School, Yorks). Catherine Maude Pearce Scholarship: Eugenie J. A. Henderson and Eva M. B. Reynolds (equal). **Greek**: Hollier Scholarship: Margaret E. Freeman, B.A. **English**: Quain Studentship: A. C. Cawley, B.A. John Oliver Hobbes Memorial Scholarship: L. J. Jolley. Rosa Morison Scholarship: Hilda M. Hulme. **German**: Fielden Scholarship: Joan H. Sexton, B.A., and E. C. Hentschel, B.A. (equal). **Italian**: Vacation Travelling Scholarship (awarded by the University of Perugia): R. T. Webster. **Political Economy**: Joseph Hume Scholarship: D. A. Smith. **School of Librarianship**: Entrance Exhibitions: Audrey Heaton-Smith (Royal Holloway College), and L. J. Jolley (University College, London). **Slade School of Fine Art**: Trevelyan Goodall Entrance Scholarship: J. M. Rubens (University College School) tenure deferred till Session 1936–37. Robert Ross Scholarship: J. A. Martin. Slade Scholarships: H. J. Barnes and Elizabeth M. F. Stephen. **Bartlett School of Architecture**: Entrance Exhibitions: J. R. Stammers (Whitgift School, Croydon) and A. P. B. G. Sutton (Latymer Upper School, Hammersmith). **In the Faculty of Laws**: Entrance Scholarship: D. Sacker (Tottenham County School). Jurisprudence: Joseph Hume Scholarship: J. Gold. **In the Faculty of Science**: Andrews Entrance Scholarship: S. G. A. Newby (St. Olave's and St. Saviour's Grammar School, Southwark). Goldsmid Entrance Scholarship: R. A. B. Parker (Gillingham County School). Mathematics: Jessel Studentship (subject to confirmation by the Senate): A. E. Chapman; Mayer de Rothschild Scholarship: W. J. E. Butler. Applied Mathematics: Ellen Watson Scholarship: Marjorie E. Hazell. Botany: Oliver Bursary: D. A. Coult. Biology: Quain Studentship: G. E. Smith, M.Sc. **In the Faculty of Medical Sciences**: Buckmill Scholarship: A. G. Spencer (Chatham House School, Ramsgate). Entrance Scholarship: P. M. McAllen (Shooter's Hill School, Woolwich). Entrance Exhibitions: J. A. James (Caterham School and University College, London) and A. Tober (Raine's Foundation School). Bayliss-Starling Memorial Scholarship (Physiology): R. A. Gregory, B.Sc. **In the Faculty of Engineering**: Jews' Commemoration Scholarship: P. A. N. Hitch.

WESTFIELD COLLEGE, LONDON

Dudin Brown Scholarships (French): D. L. Killip (Abbeydale Secondary School, Sheffield); (Botany): B. Holmes (Abbeydale Secondary School, Sheffield). Old Students' Scholarship (Mathematics): D. M. S. Bourne (Malvern Girls' College). Amy Sanders Stephens Scholarship (French): E. M. Nash (Rochester Grammar School). College Scholarships (Botany): M. C. Drake (Ware Grammar School); (Mathematics): D. Moxon (Pontefract High School); (Botany): E. S. Brooks (Mary Datchelor Girls' School); (Science): J. Edwardes (Westonbirt School), D. Raby (Westonbirt School). Exhibitions (Classics): A. G. Larman (Brighton and Hove High School) and H. M. Alexander (Christ's Hospital, Hertford); (English): A. Couch (Liskeard County School) and M. B. R. Cory (Varndean School, Brighton); (French): S. R. Senior (St. Mary's

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Hall, Brighton, and private tuition) and C. M. Howell (Trowbridge County High School); (History): D. M. Leonard (King's Lynn High School) and E. Mitchison (Penrith Grammar School); (Mathematics): H. K. Stannaway (Falmouth County High School); (Botany): A. M. Pilgrim (Goole Grammar School); (English): Winifred Slatter (Portsmouth High School, Southsea).

BALLIOL COLLEGE, OXFORD

Arthur Higgs Scholarship: J. B. Bury (Westminster School). Newman Exhibition: D. N. Rowbotham (Macclesfield Grammar School).

BRASENOSE COLLEGE, OXFORD

Jupp Exhibition: D. M. Matthews (Felsted School).

HERTFORD COLLEGE, OXFORD

Scholarship (£50 per annum): E. E. Oakley (Palmer's School, Grays).

JESUS COLLEGE, OXFORD

Scholarship (£100 per annum): H. F. Andrews (Palmer's School, Grays).

LADY MARGARET HALL, OXFORD

Open Scholarships in Classics: Nancy Dall and Helen Dingwall (St. Leonard's School, St. Andrews).

NEW COLLEGE, OXFORD

Open Scholarship in Modern Subjects: B. Poole (Manchester Grammar School).

PEMBROKE COLLEGE, OXFORD

Scholarships in Classics: B. Crowther (Queen Elizabeth's Grammar School, Kingston-upon-Thames), M. F. Smith (Bedford School), C. F. F. Watson (Bradfield College). Scholarships in Modern History: D. O. Willis (Oxford High School) and C. Tragen (Preston Grammar School).

QUEEN'S COLLEGE, OXFORD

Hastings Scholarships (Classics): O. Kempand C. P. Shaw (both of The Grammar School, Wakefield); (Natural Science): R. B. Lawrence (The Grammar School, Wakefield). Akroyd Scholarship: O. Kemp (The Grammar School, Wakefield).

SOMERVILLE COLLEGE, OXFORD

Scholarship (English): P. Knox (Wycombe Abbey School). Exhibitions (Classics): J. Fisher; (History): A. Radice (both of Wycombe Abbey School). Entrance Examination in English: M. Stanley-Wrench (Channing School).

ST. HILDA'S COLLEGE, OXFORD

Open Mathematical Scholarship: Phyllis Davies (St. Elphin's School, Darley Dale). Open Classical Scholarship: Joan Taylor (St. Elphin's School, Darley Dale).

ST. HUGH'S COLLEGE, OXFORD

Scholarships (Modern Languages): B. Forbes Adam (Westonbirt School); D. Raby (Westonbirt School); (History): D. Goschen (Westonbirt School). D. Raby (Westonbirt School); (History): D. Goschen (Westonbirt School; Exhibition (£30 for Modern Languages): C. Hornby (Westonbirt School)). (Science): J. Dawson (Wycombe Abbey School). Exhibition for English: M. Tull (Wycombe Abbey School). Entrance Examination in Classics: P. Llewellyn Smith (Channing School).

ST. JOHN'S COLLEGE, OXFORD

Exhibition in Classics: G. E. Graham (Merchant Taylor's School, Crosby).

WADHAM COLLEGE, OXFORD

Open Scholarship in Modern History: K. P. Witney (Eltham College).

UNIVERSITY OF READING

Major Open Scholarships (£50 per annum and remission of tuition fees): F. W. Essex (High Wycombe Royal Grammar School), for Arts; Susan E. Blunt (Honor Oak School, Peckham Rye), for Science; and H. A. L. Flatt (Whitgift School, Croydon), for Agriculture. Wantage Scholarship (£80 per annum): D. H. Everett (Hampton Grammar School), for Science. St. Andrew's Hall Scholarship (£60 per annum): Katharine N. Hazel (St. Katharine's School, Wantage), for Arts. Minor Scholarships (remission of tuition fees): H. E. Coleman (Northern Secondary School, Portsmouth), for Arts, and Sarah E. W. Haydock (Blackburn High School for Girls), for Horticulture.

UNIVERSITY OF SHEFFIELD

Earnshaw Scholarship (£50 a year for three years): L. N. Wild (King Edward VII School, Sheffield). Edgar Allen "A" Scholarships (£100 a year for three years): W. H. A. Beverley (The Grammar School, Wakefield), V. Wilson (Firth Park Secondary School, Sheffield), A. W. Whittaker (The Grammar School, Bradford). Edgar Allen "B" Scholarships (£100 a year for three years): J. Boow (The Grammar School, Ulverston), F. H. Slinger (The Grammar School, Morecambe), J. McCallum (Firth Park Secondary School, Sheffield). Ezra Hounsfield Linley Scholarships (£50 a year for three years, with remission of fees): M. W. Baker (The Grammar School, Staveley), J. A. Annable (Woodhouse Grammar School, Sheffield). Glass Research Delegacy Scholarship (£50 a year for three years, with remission of fees): M. Manners (Holgate Grammar School, Barnsley). Medical Scholarship (covering cost of tuition for a degree in the Faculty of Medicine): J. Colquhoun (King Edward VII School, Sheffield). Town Trustees' Scholarships (£50 a year for three years, subject to the approval of the Town Trustees): G. C. Wellings (Nether Edge Secondary School, Sheffield), K. F. Barlow (Central Secondary School for Boys, Sheffield), I. R. Scutt (King Edward VII School, Sheffield), R. Beatson (Firth Park Secondary School, Sheffield. Robert Styring Undergraduate Scholarship (£50 a year for three years): E. R. Monypenny (King Edward VII School, Sheffield). Technical Scholarships (covering cost of tuition for a degree in Engineering or Metallurgy): V. J. D. Hill (De la Salle College, Sheffield), E. F. Bunting (Central Secondary School for Boys, Sheffield). Technical Studentships (covering cost of tuition for a degree in Engineering or Metallurgy): F. E. Revill (Nether Edge Secondary School, Sheffield), G. C. Smith (King Edward VII School, Sheffield), R. Allison (King Edward VII School, Sheffield), G. Walther (Central Secondary School for Boys, Sheffield). Corporation Scholarship (£30 a year for three years): G. E. Herring (Firth Park Secondary School, Sheffield). Firth Scholarship (£20 a year for three years): A. Brooks (The Grammar School, Farnworth).

UNIVERSITY COLLEGE, SOUTHAMPTON

Sir Henry Miller-White Scholarship: W. A. Russell (Taunton's School, Southampton). Annie Yorke Memorial Scholarship: V. M. O. Bell (Taunton's School, Southampton). William Jeeves Scholarship: R. F. Martin (King Edward VII School, Southampton). Seymour J. Gubb Scholarship in Natural Science: G. R. S. Paskins (Taunton's School, Southampton). Alex Hill Memorial Scholarship in Natural Science: L. T. Johnson (Latymer Upper School, Hammersmith). John Scott-Montagu Scholarship in Natural Science: J. D. McNeil (County School, Dover). Foundation Scholarships: English: F. R. S. Finn (Simon Langton School, Canterbury); Natural Science: E. J. W. Underhill (Taunton's School, Southampton) and M. H. Roper (Secondary School, Fakenham); Geography: J. H. C. Fulford (Grammar School, Gillingham, Dorset). Southampton Borough Scholarships: Miss J. M. Banks (Grammar School for Girls, Southampton), Miss M. Bristow (St. Anne's Secondary School, Southampton), D. W. Irons (King Edward VI School, Southampton), C. P. Vivian (Taunton's School, Southampton).

2. SCHOOLS

ABBOTSHOLME SCHOOL

Scholarship (£90 for six years, open to candidates of under 12): D. N. D. Roberts (Miss Jenkin Jones, Lady Barn School, Manchester). Scholarships (£90): G. H. L. Cox (Miss E. M. Jackson, Broadgate School, Preston, Lancs), R. S. Cumming (Miss L. M. Wheeler, Mickleham Hall, Dorking, Surrey), S. H. Windsor (Mr. G. H. Rees, Beaconsgate School, Abergavenny), C. J. Yarrow (Miss G. M. Greenwood, Cheadle Hulme High School, Cheadle Hulme, Cheshire).

ALDENHAM SCHOOL

Alfred Smith Scholarship (£80): J. R. M. Vaughan (Captain Hitchcock and Mr. Bernard S.t Clare, Walmer). Junior Platt Scholarships (£50): M. C. Plant (Major J. M. Dickson and Mr. H. Gardner, Orley Farm, Harrow-on-the-Hill); (£50): J. E. Cross (Mr. V. A. Sharp, Grove Park Preparatory School, Kingsbury, N.W. 9); (£40): M. A. Newmarch (Mr. E. L. Laming, Nevill House, Eastbourne); (£50): J. H. Snaith (Mr. E. F. Ibbetson and Mr. J. Becket, The Limes School, South Croydon, and Aldenham School); (£50): M. Holligan (Mr. G. R. Holligan, The English School, St. Jean-de-Luz, and Aldenham School); (£40): J. R. Jarman (Captain R. P. Fenn, Summersdale Lodge, Chichester, and Aldenham School). Exhibitions: B. R. C. Harrison (Messrs. R. L. Hayward, R. J. Manning, and D. R. Dawson, Wykeham House, Worthing), A. B. Ellis (Messrs. C. H. Cooke and J. de R. Philip, Dunchurch Hall, Rugby), A. J. Burkart (Major J. M. Dickson and Mr. H. Gardner, Orley Farm, Harrow-on-the-Hill), D. V. Houlding (Mr. E. K. Stephenson, Farnborough School, Hants).

AMPLEFORTH COLLEGE

Entrance Scholarship: M. F. Dixon (Bishop's Court, Freshfield, Lancs.).

ANSTEY PHYSICAL TRAINING COLLEGE

Scholarship (50 guineas a year for three years): Margaret M. Hyde (County High School, Altrincham, Cheshire).

APPLEBY GRAMMAR SCHOOL, WESTMORLAND

Sir James Whitehead Boarding Scholarship: W. H. Thornton. John Percival Scholarship: S. Littlefair. Mercy, Lady Whitehead Leaving Scholarship: J. D. Tallantire. Thanet Leaving Exhibition (£50 per annum, tenable at Queen's College, Oxford): J. D. Tallantire. Viscount Lonsdale Leaving Exhibition (£100): J. Luff.

ARDINGLY COLLEGE

Scholarships: J. M. C. Howell (The Grange, Matfield, Kent), L. Reod (Prebendal School, Chichester), D. A. Hill (St. Aubyn's School, Woodford Green), M. L. Garrick (The Park School, Ilford), W. D. Hollis (Hendon Preparatory School), A. N. Fairbairn (The Pilgrims' School, Winchester), R. G. Dobson (Prebendal School, Chichester), A. J. A. Wallwork (Ardingly College).

ASHVILLE COLLEGE, HARROGATE

"Duckworth" Entrance Scholarship: J. McLoughlin (Wakefield). "Ellis" Entrance Exhibition: R. S. Gow (York). "Ferens" Ashville Leaving Scholarship: R. H. Eddon (tenable at London University). "Ferens" Elmfield Leaving Scholarship: P. Goodall.

BADMINTON SCHOOL, WESTBURY-ON-TRYM

Entrance Scholarship: M. Joan Garside (The Preparatory School, Wilmslow, Cheshire).

BEAUMONT COLLEGE

Entrance Scholarships: M. Eugster (Abbey School, Ramsgate), P. Allpress (Mr. R. Winslow Patton, St. Anthony's, Eastbourne). Entrance Exhibitions: H. Horsfield (Mr. Keble, St. Richard's, Little Malvern), J. Windle (Mr. K. Stuart, Hill Crest, Frinton-on-Sea).

BEDALES SCHOOL, PETERSFIELD

Scholarships (£40): A. M. L. Dewcombe (for Art), D. Goodman (Surbiton High School), A. Windemer (Rooksebury Park Preparatory School), A. St. J. Dixon (Slough Secondary School).

BEDFORD SCHOOL

House Scholarships (£60 per annum): J. M. Cliff (Rev. S. T. E. Chinnock, Ovingdean Hall, Brighton). Senior Scholarships: P. J. Gardner, G. N. Borton, J. P. C. Roach, A. E. L. Horrocks. Junior Scholarships: N. H. Birbeck, P. H. Moore, E. A. Borton.

BEDGEBURY PARK, GOUDHURST, KENT

Scholarship: Valentine Roberts (St. Bridget's, Bexhill-on-Sea).

BENENDEN SCHOOL

Entrance Scholarships: June Walker (St. Christopher's School, Bexhill-on-Sea), Pamela Burton (Rougham Home School, Bury St. Edmunds, and Benenden School).

BISHOP'S STORTFORD COLLEGE

Scholarships: B. D. Scott (Durston House School, Ealing, London, W. 5, and Bishop's Stortford College), J. D. Allison (Downside, Woodcate Lane, Purley), G. F. Allen (Bishop's Stortford College Preparatory School), B. M. Adkins (Hardenwick, Harpenden, Herts), and N. C. Hall (Bishop's Stortford College).

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Exhibitions: J. R. Palmer (Bishop's Stortford College Preparatory School), S. J. Holliway (Bishop's Stortford College Preparatory School), and W. J. Chandler (Hendon Preparatory School, London, N.W.).

BLOXHAM SCHOOL

Scholarships (£80): R. N. Franklin (Taunton School); (£50): A. C. Boult (New College School, Oxford). Palmer Scholarship (£45): W. D. Brain (Normanton School, Buxton). Organ Scholarship (£60): J. R. H. Grinsted (Cathedral School, Oxford). Exhibition (£25): J. G. Bonser (Tenterden Hall School, St. Albans).

BLUNDELL'S SCHOOL

Scholarships; (£100): P. M. F. Sambrook (Messrs. Gladstone and Scott, The Abbey School, Beckenham, Kent) (English and Classics); (£80): J. N. Griffin (Mr. E. F. Stokes, St. Dunstan's School, Burnham-on-Sea) (Classics); (£70): J. A. Jones (Mr. G. S. Fowler, St. George's School, Windsor Castle) (Music); (£60): J. A. Waycott (Messrs. Crowder and Wroughton, Park House, Paignton) (Science); (£40): J. R. Eastman (Messrs. Malham and C. H. Barnes, Heathfield School, Boarzell, Hurst Green); (£40): R. D. W. Strickland (Mr. W. Harrison, The Downs School, Portbury, Bristol). Exhibitions (£30 each): P. Armitstead (Mr. I. O. Williams, Tre-Arddur House, Tre-Arddur Bay, Anglesey), W. J. Hotblack (Mr. A. J. H. Francis, St. Peter's School, Weston-super-Mare), R. S. Soames (Messrs. Hornby and Gare, Emsworth House, Emsworth, Hants), T. C. Tweedy (Rev. J. W. Blencoe, Bramble Tye, East Grinstead), C. H. Vane-Hunt (St. Michael's College, Tenbury). Foundation Exhibition: C. G. B. Gidley (Mr. A. C. Walters, Bramdean, Exeter, and Blundell's School).

BRADFIELD COLLEGE

Scholarships (£100): L. T. Highett (Mr. E. F. Johns, Winton House, Winchester), W. N. Francis (Bradfield College and Mr. G. E. Wollen, Etonhurst, Weston-super-Mare), D. N. Brinson (Messrs. Sandford and Bennion, Mill Mead, Shrewsbury). Exhibitions (£50): D. E. M. Brown (Bradfield College and Mr. E. W. Malden, St. Anselms, Croydon), A. V. Anderson (Mr. R. G. F. Beale, Ellerslie, Barnstaple). Exhibitions (£30): J. C. Dening (Mr. P. G. Turner, Tormore School, Upper Deal), E. W. Heinig (Mr. G. F. A. Osborn, Baswich House, Weeping Cross, Stafford), J. P. Le Grand (Mr. M. C. Pitkin, Earleywood School, Ascot), G. P. Olive (Mr. G. F. Olive Rokeby, The Downs, Wimbledon), J. H. D. Watson (Mr. C. G. Gordon Brierley, Bigshotte, Wokingham, Berks), J. F. Roy (Rev. S. T. E. Chinneck, Ovingdean Hall, Brighton), M. A. C. Dowling (Rev. T. H. Flynn, The Old Ride, Branksome Park, Dorset), R. J. Eborall (Hill Crest, Frinton-on-Sea).

BRIGHTON COLLEGE

Scholarships: J. W. Aldrich (Major C. M. Phillips, Prestonville School, Brighton), P. Chettle (Mr. A. J. Farnfield, Bickley Hall, Bickley, Kent), P. H. Jones (Mr. C. Scott Malden, Windlesham House, Highden, Findon, near Worthing), C. R. Thompson (Mr. D. L. Payne, St. Chad's, Prestatyn, North Wales), G. R. Watson (Messrs. Arnold and Gaussen, Brighton College Preparatory School). Gill Memorial Scholarships (£75 a year): R. E. Everton (Brighton College), W. S. Hearn (Messrs. Arnold and Gaussen, Brighton College Preparatory School), M. D. Johnson (Mr. E. A. Tregoning, Saugeen School, Henleaze, Wimborne, Dorset). Gill Memorial Exhibitions (£50 a year): S. M. W. Farquharson-Roberts (Mr. C. C. Counsell, Feltonfleet, Shorncliffe Road, Folkestone), P. R. Russell Jones (Mr. H. L. Whytehead, Chafyn Grove School, Salisbury).

BROMSGROVE SCHOOL

Marsh Scholarship: N. G. Langford (Rev. K. Swallow, the Preparatory School, Coventry). Open Scholarships: R. J. S. Thomson (Messrs. Olive and Batterbury, Rokeby, The Downs, Wimbledon), I. Alcuin Jones (Mr. G. C. McFerran, Packwood Haugh, Hockley Heath, Birmingham), B. W. Nicholls (Rev. K. Swallow, the Preparatory School, Coventry), J. A. Gardner (Messrs. Watson and Healey, St. Cuthbert's, Malvern), S. C. Yarde (Mr. F. Seville Phillips, Nevill Holt, Market Harborough), R. A. Case (Mr. C. J. Corbett, The Ashe, Etwall, near Derby). Open Exhibitions: J. A. Hall (Messrs. Paulley and Kingsford, The School, Malvern Link), D. A. Marsh-Smith, Bowden College, Bowden, Cheshire, and Bromsgrove School).

BRYANSTON SCHOOL

Scholarships: (£70 each): B. Carritt (Mr. A. E. Lynam, Dragons School, Oxford), H. N. Felkin (Mr. T. G. Hughes, Rose Hill, Banstead), B. M. Pimm (Colonel L. C. Stevens, Chelmsford Hall, Eastbourne), P. C. A. Wishart (Mr. A. F. Darvall, The Wells House, Malvern Wells), E. E. Warburg (Mr. A. H. Richardson, Beaudesert Park, Minchinhampton). (£50): M. H. Nelson (Mr. G. F. Cameron, Lambrook, Bracknell). Exhibitions (£30 each): H. S. Barbour (Mr. G. Hoyland, The Downs, Colwall), P. E. J. Bloomfield (Mr. C. S. Gibbs, Gayhurst School, Gerrards Cross), M. T. Cook (Mr. H. J. O. Marshall, Carn Brea, Bromley), A. G. Parry (Mr. S. C. Cruickshank, Edinburgh House, Lee-on-Solent), R. H. A. Stogdon (Bryanston School). Music Exhibition (£30): E. F. B. Jeffries (Mr. H. J. Carson, Belvedere, Hove). Competitive Bursaries: (£70): F. M. Armstrong (Mr. W. Harrison, The Downs School, Portbury); (£30): E. H. W. Burt (Mr. C. R. Farrer, The Wells School, Ilkley); (£30): M. W. Carr (Mr. R. T. Gladstone, The Abbey School, Beckenham); (£30): T. P. C. Mulholland (Mr. G. Hoyland, The Downs, Colwall).

CAMPBELL COLLEGE, BELFAST

Junior Scholarships: J. C. Driscoll (Campbell College and Mr. C. B. Lace, Campbell College Preparatory School), J. T. M. Erskine (Mr. C. B. Lace, Campbell College Preparatory School), H. McC. Giles (Campbell College), H. W. Good (Messrs. H. E. Seth-Smith and H. W. Weaving, Eld Park, Kilylea), C. S. Lindsay (Bangor Grammar School), S. A. W. Waters (Mr. W. L. Scott, Baymount Castle, Dublin). Exhibitions: D. S. A. Monard (Campbell College), W. H. Rutherford (Campbell College).

CANFORD SCHOOL

Open Scholarship: Equal first: D. P. A. Cox (Messrs. W. and A. M. Harrison, The Downs School, Portbury, near Bristol) and R. K. Machell (Mr. J. Lamb, Hailey School, Bournemouth); G. R. N. Stokes (Messrs. A. E. Clark and R. St. G. T. Harper, St. Wilfrid's School, Hawkhurst), J. P. Herdman (Rev. N. H. Parcell, Bryntirion School, Bridgend), D. H. W. Hobden (Mr. C. W. Ayerst, Dane Court, Parkstone), D. Fawcett (Rev. J. W. Blencowe, Brambletye, East Grinstead). Under 14½ Scholarship: T. D. Earl (Canford School). Musical Scholarship: W. Kraft (Mr. J. E. Corby, Gorse Cliff School, Bournemouth).

CATERHAM SCHOOL, SURREY

Entrance Scholarships: R. H. Walpole (Oxted Secondary School), £40 a year; G. Rawlinson (Strode's School, Egham), £25 a year; J. M. Halstead (Caterham School), £20 a year.

CATHEDRAL SCHOOL, HEREFORD

Scholarships: S. R. Bevan-John (B. P. Rees, Esq., St. Michael's School, Bryn, Llanelly), G. L. Smith and G. S. Kettle (Lancaster House School, Acton). Exhibitions: A. E. Hall (Rev. N. Parcell, Bryntirion School, Bridgend), J. C. R. Hudson and P. Scott-Brown (Westbourne House, Penarth). Philpottine Senior Exhibition: T. G. McCondach (Cathedral School, Hereford). Philpottine Junior Exhibition: J. M. Burch (Cathedral School, Hereford).

CENTRAL SCHOOL OF SPEECH TRAINING AND DRAMATIC ART, SOUTH KENSINGTON

Madge Kendal Scholarship: Adza Hodgins (Harrogate College).

CHARTERHOUSE SCHOOL

Junior Scholars: C. R. Crockett (Messrs. Hayman and Davis, The Manor House, Brackley), A. J. Milne (Mr. A. S. Johnson, St. Hugh's, Bickley), A. A. Birch (Mr. L. J. Doble, Moorland House, Heswall), S. P. Waterfield (Mr. A. E. Lynam, Dragon School, Oxford), T. L. Zinn (Mr. G. A. Wathen, The Hall, Hampstead), W. D. C. Hardie (Mr. S. A. Pike, Cothill, Abingdon), J. C. Donne (Mr. H. J. Carson, Belvedere, Hove), R. A. Savill (Mr. E. Dodd, Downside, Purley), J. W. H. Elder (Mr. D. A. Gregory, St. Ninian's, Moffat), R. V. Walley (Mr. J. Douglas, Hillside, Godalming), G. S. Monilaws (Mr. L. C. Vaughan Wilkes, St. Cyprian's, Eastbourne), M. F. Dear (Charterhouse and Mr. J. L. Lee Jones, Pembroke House, Hampton). Whitehead Memorial Scholarship: H. T. Corke (Mrs. Pearce, Ripley Court, Surrey), and C. M. Berners-Lee (Mr. R. H. F. Coleman, Gate House School, Kingston Hill).

CHELTENHAM COLLEGE

Entrance Scholarships (£100): W. Pakenham-Walsh (Dobson Scholar), (Mr. E. S. Workman, Copthorne School, Sussex), R. L. Willan (James of Hereford Scholar), (Mr. N. G. Brownrigg, Fernden, Haslemere); H. E. Bazell (Mr. A. E. Lynam, Dragon School, Oxford); (£80): I. M. Edye (Rev. A. Hooper, Hillstone, Great Malvern); L. N. Evans (Rev. H. M. S. Taylor, Cheam, Headley, Newbury). Exhibitions: (£60): J. Grigor Taylor (Mr. M. Nunro, Dorset House, Littlehampton); D. M. Lambert (Mr. C. L. Macdonald, Amesbury School, Hindhead); (£40): G. Miles (Mr. K. Stuart, Hill Crest, Frinton-on-Sea); (£60): A. B. Shepherd, (Jex-Blake Exhibitioner), (Mr. T. E. Hardwick and Lieut.-Colonel E. N. Mozley, D.S.O., Red House, Moor Monkton, York); (£50): D. J. Barkham (Mr. J. W. Webb-Jones, St. George's School, Windsor). Old Cheltonian Scholarship (£20): I. M. Edye. Home Scholarships and Exhibitions (awarded to boys already members of the college, or of the Junior School): Scholars: (£100): J. H. P. Wood (Girardôt Scholar), (Junior School, Cheltenham), J. C. de B. Lipscomb (Southwood Scholar), (Junior School, Cheltenham); (£80): D. B. Neame (formerly Mr. M. W. Peters, Fleet House, Westgate-on-Sea) Exhibitions: (£40): M. R. Tate (Junior School, Cheltenham), R. D. Fairley (Exhibitioner in Music), (Junior School, Cheltenham). R.A.M.C. Memorial Scholar (£50): R. G. Howell (formerly Junior School, Cheltenham). Old Cheltonian Scholarship (£20): B. D. Neame. Re-elected Scholar (£100): J. D. Blount (formerly Junior School, Cheltenham). Re-elected Exhibitioner (£40): P. G. Allen (formerly Junior School, Cheltenham).

CHELTENHAM LADIES' COLLEGE

Scholarships: (£80): S. M. Foster (Tasker's High School, Haverfordwest); (£60): H. J. Rose (Westhoe High School, South Shields) and H. E. Trask (County School for Girls, Peterborough). Exhibitions (£40): J. L. M. Black (Nottingham High School for Girls), I. M. P. B. Harries (Tasker's High School, Haverfordwest), P. K. Harrison (Rockport School, Craigavad, Co. Down), and D. M. C. Hope (Stoneleigh School, Malvern). Leaving Scholarships: (£50): M. G. Dyson (to be held at Girton College, Cambridge); J. Randell (to be held as a member of the Society of Oxford Home-Students); (£40): M. G. Hoggarth (to be held at Newnham College, Cambridge).

CITY OF LONDON SCHOOL

Corporation Entrance Scholarships: K. W. Amis, A. L. Furniss, W. P. Howard J. Reid, L. J. Richenberg, J. K. Ward (in the School); S. H. Wallis and S. Woolstone (external scholars).

CLIFTON COLLEGE

Scholarships: Frederick Percival Scholarship: L. W. Dobson; under 17: R. A. Leigh; under 15: M. H. Piper. Old Cliftonian Scholarship: N. Gibbs; Preparatory School Scholarship: W. G. L. Salmon (honorary), W. D. Whatley (honorary), M. R. Draper. Entrance Scholarships (£100): C. W. Laxton (John Percival Scholar), (Mr. K. A. Moresby, Colchester House, Clifton, Bristol), R. G. Palmer (Mr. W. G. Butler, St. Faith's, Cambridge); (£80): J. R. Steen (Mr. G. Meakin, Pembroke Lodge, Southbourne, Bournemouth), R. G. P. Grenfell (Mr. A. M. D. Grenfell, Mostyn House School, Parkgate, Cheshire); (£60): C. C. Johnson (Mr. P. D. Fee Smith, Old Hall School, Wellington, Salop), T. E. Cranshaw (Mr. T. S. Wheildon Brown, Terra Nova, Birkdale, Lancashire); (£50): Cowley Scholarship: A. W. K. Condon (Mr. J. E. Maitland, Banstead Hall, Surrey); (£40): H. J. N. St. J. Brooks (Mr. A. E. Lynam, Dragon School, Oxford), T. I. Williams (Clifton College, formerly Mr. R. E. Gordon-Walker, XIV School, Clifton, Bristol), A. H. Cartmell (Mr. E. P. Parkes-Davies, Lexden House, Eastbourne). Music Scholarship (£70): D. B. Cherniavsky (Mr. R. J. S. Curtis, Hurst Court, Ore, Sussex). Exhibitions (£25 per annum): R. W. Clifford (Messrs. Whitehead and Letchworth, Chafyn Grove School, Salisbury), J. E. M. de Quidt (Mr. G. D. C. Goddard-Fenwick, Mount Roland, East Preston, Sussex), J. C. Penny (Mr. G. S. Rivington, Park School, Henleaze, Bristol). Prentice-Whitley Benefaction (£75 per annum): W. Appleby (Duke of York's School, Alnwick).

COTTON COLLEGE

Scholarships: R. W. Walker Lutz (Vesey School, Sutton Coldfield), and P. A. Saunders (St. John's, Alton Castle). Exhibitions: F. A. Weston (Bemrose School, Derby), F. J. Smart (Penrhyn School, Edgbaston, Birmingham), and J. A. Burchinall (St. John's, Alton Castle).

CRANBROOK SCHOOL

Scholarships: A. Playford Reynolds (Ashburton Grammar School), R. H. Little (Mr. G. J. Bidwell, Halstead Place, Sevenoaks), R. L. Burgess (Cranbrook School), D. N. Poulsen (Major F. K. Norman, The New Beacon, Sevenoaks); The Mrs. C. D. Murton Scholarship: H. C. King (Mr. R. L. Hayward, Wykeham House, Worthing), W. D. Hollis (Messrs. A. J. Williams and A. W. F. Taylor and the Rev. C. L. Waller, Hendon Preparatory School). Exhibitions: P. C. Osborne (Mr. J. E. Blakeney, Merton Court, Sidcup), A. D. Atienza (Mr. G. M. Smith, Clare House School, Beckenham).

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CRANLEIGH SCHOOL

Entrance Scholarships : R. A. Shelton (Messrs. E. P. Ibbetson and J. Becket, The Limes School, Croydon), B. R. C. Harrison (Messrs. R. L. Hayward and R. J. Manning, Wykeham House, Worthing), J. F. W. Passmore (Mr. C. W. C. Wheatley, Eversley School, Tunbridge Wells), G. K. Jennings (Mr. F. M. Stanley, Laleham, Margate). Entrance Exhibitions : R. G. Ferrier (Mr. T. Elliott Sewell, South Lodge, Lowestoft), M. H. N. Dixon (Mr. R. H. F. Coleman, Gate House School, Kingston), P. D. Hobson (Mr. T. E. Hardwick, Red House, Moor Monkton, and Cranleigh School). Music Exhibition : F. P. G. Albu (Mr. J. I. Bulley, St. Edmund's School, Grayshott, and Cranleigh School). Choral Scholarship : R. C. Fenton (Mr. J. W. Webb-Jones, St. George's School, Windsor Castle).

DEAN CLOSE SCHOOL, CHELTENHAM

Scholarships : E. G. Daniels (Messrs. Watts and Hollingworth, Glaston Tor School, Glastonbury), P. V. Davies (Rev. P. C. West and Mr. D. P. Biggs, Kingsland Grange, Shrewsbury), J. M. Lefeaux (Mr. C. Perman, Glyngarth, Cheltenham), W. D. May (Mr. Warrell Bowring, High School, Swindon), P. I. Page (Mr. Knight, New Milton, Hants), G. W. Pattison (Mr. C. Perman, Glyngarth, Cheltenham), D. L. Powell (Messrs. Robatham and Brice Smith, Newnham, Glos.), P. G. R. Spratt (Mr. Knight, New Milton, Hants).

DENSTONE COLLEGE

Major Scholarships : T. P. Jones (Mr. J. R. Edwards, County School, Wrexham), F. K. Platt (Mr. H. M. Butler, Queen Mary's School, Walsall), C. H. Hess (Mr. F. P. Insley, Normandale, Bexhill-on-Sea), R. R. Monk (Denstone College, formerly Mr. O. Glauert, Somerville, New Brighton). Minor Scholarships : R. J. Horwood (Rev. H. N. Parcell, Bryntirion, Bridgend), H. C. Morris (Rev. H. N. Parcell, Bryntirion, Bridgend), F. R. Poulson (Rev. H. S. Barber, Denstone Preparatory School), A. E. T. Gee (Denstone College, formerly Mr. O. Glauert, Somerville, New Brighton), D. D. S. Harvey (Rev. H. S. Barber, Denstone Preparatory School), J. P. Howitt (Denstone College, formerly Mr. C. B. Brookes, Grosvenor School, Nottingham), R. G. Fargher (Mr. H. C. Ellis, Moor Allerton School, West Didsbury). Scholarships for Sons of Clergy : P. R. French (Miss M. Lodge, Dunelm School, Durham), D. C. Eastwood (Major W. K. Innes, Glenhow, Saltburn-by-Sea), J. R. Jones (Mr. J. R. Edwards, County School, Wrexham), J. L. Streatfield (music) (Rev. E. E. Roberts, Christchurch Cathedral School, Oxford), M. V. Berry (mathematics) (Alexander House, Broadstairs). Exhibitions : C. R. Averay Jones (Mr. R. Brice-Smith, Brightlands, Newnham), C. W. Bell (Rev. H. S. Barber, Denstone Preparatory School), N. W. Rowell (Rev. H. S. Barber, Denstone Preparatory School), L. N. Parkinson (music). (Mr. G. B. F. Rudd, Stoneygate School, Leicester), D. C. Duguid (Mr. L. C. Vaughan Wilkes, St. Cyprian's School, Eastbourne), P. L. Baker (Mr. W. J. Hawkes, Woodroughs School, Moseley), P. M. Smith (Mr. H. L. Crockett, Sandbach Grammar School), M. Plunkett (Mr. R. H. F. Coleman, The Gate House School, Kingston Hill), J. A. Fraser (Messrs. Sandford and Beninns, Mill Mead, Shrewsbury), P. Hollis (Mr. F. G. Luard, Stafferton Lodge, Maidenhead), and G. C. Blunt (Mr. T. G. Hillyard, St. Anselm's, Bakewell). Choral Exhibition : G. A. Humphreys (Mr. T. R. Coombes, Cathedral School, Llandaff).

DULWICH COLLEGE

Governors' Scholarships : R. E. F. Green (Dulwich College), H. C. Denham (Messrs. Leake and Leakey, Dulwich College Preparatory School), A. S. May (Dulwich College), D. B. Weaver (Messrs. Leake and Leakey), D. J. Carter (Messrs. Leake and Leakey), K. W. Browne (Messrs. Leake and Leakey), J. F. Shaw (Messrs. Leake and Leakey). Honorary Scholarship : D. L. Tutill (Dulwich College).

DURHAM SCHOOL

King's Scholarships (£56) : S. H. Salmon (Mr. B. R. Raine, Ragworth School, Norton-on-Tees and Durham School) ; (£30) : J. C. Hudson (Mr. G. Forster, Bow School, Durham) ; (£30) : D. C. B. Shorter (Mr. R. C. Shorter, Yorebridge Grammar School) ; (£20) : G. P. G. Stephenson (Mr. R. F. Cumberlege, Newcastle-on-Tyne Preparatory School).

EASTBOURNE COLLEGE

Scholarships : (£60 for Classics) : A. H. Christie (Mr. H. J. O. Marshall, Carn Brea Preparatory School, Bromley, Kent) ; (£40 for Mathematics) : D. S. Gibson (Colonel L. C. Stevens, Chelmsford Hall, Eastbourne) ; (£30 for French) : J. S. Glass (Mr. R. G. Thornton, Hill Brow, Eastbourne) ; (£30 for Mathematics) : T. R. McK. Sewell (Mr. P. A. Maynard, St. Nicholas School, Littlehampton).

ELLESMERE COLLEGE

Entrance Scholarships : C. B. Archer (Mr. A. C. Walters, Bramdean, Exeter), A. Dickinson (Mr. R. C. Statter, Elleray, Wallasey), L. W. W. Graham (Mr. T. R. Coombs, Cathedral School, Llandaff), D. B. Yates (Mr. J. D. M. Hunt, Beech Hall, Macclesfield), K. J. Harwood (Rev. H. C. Geipel, Marton Hall, Bridlington), B. Truscott (Mr. J. P. Lloyd, Craig-y-nos, Glanmor House, Sketty, Swansea). Exhibitions : P. M. Smith (Mr. H. L. Crockett, Sandbach Grammar School), R. J. Hedley (Mr. T. R. Coombs, Cathedral School, Llandaff), R. A. Coward (Mr. W. J. Hackes, Woodrough's School, Moseley, Birmingham), D. S. McLeavey (Mr. R. F. Glasspool, Calday Grange School, West Kirby, Wirral).

EPSOM COLLEGE

Open Entrance Scholarships (£100 a year) : R. H. Merson (Mr. F. S. Cooper Venables, Orleton School, Scarborough), D. L. Venning (Major R. N. B. Campbell, Mount House School, Plymouth). Open Scholarships (£60 a year) : P. F. de C. du Sautoy (Mr. A. F. Darvall, The Wells House, Malvern Wells, and Epsom College), G. P. West (Mr. E. G. Maltby, Hydneye House School, Baldslow). Honorary Open Scholarship : P. M. C. Mark (Mr. E. T. Davis, Parkside School, East Horsley). Exhibitions (£60 a year) : P. D. Collingwood (Miss A. M. Hanson, Arnold House School, St. John's Wood, N.W.8), A. E. G. Storrs (Mr. J. H. Alderson, Saugeen School, Bournemouth), A. D. Pearson (Rev. N. H. Parcell, Bryntirion School, Bridgend, Glam., and Epsom College). Leopold Salomons Scholarship (£60 a year) : M. H. D. Furnivall (Mr. E. T. Davis, Parkside School, East Horsley).

ETON COLLEGE

Candidates recommended for election to fill vacancies in the Foundation Scholarships during the ensuing year : R. K. Kindersley (Mr. G. D. Fox, Sunningdale School, Berks), H. C. Thorold (Rev. C. Williams, Summer Fields, near Oxford), F. B. Hartshorne (Rev. C. Williams, Summer Fields, near Oxford), B. W. M. Young (Mr. G. D. Fox, Sunningdale School, Berks), The Hon. A. S. Fraser (Master of Saltoun) (Mr. F. D. H. Joy, Aysgarth School, Bedale), R. Sebag-Montefiore (Messrs. Loly and Ledward, Cordwalles School, Camberley), P. H. Shaw-Stewart (Rev. C. Williams, Summer Fields, near Oxford), C. R. A. Rae (Mr. L. J. Dobie, Moorland House, Heswall), T. St. B. Freer (Mr. R. Vickers, Scaitcliffe, Englefield Green), P. J. H. Solomon (Rev. C. Williams, Summer Fields, near Oxford), R. C. A. Carey (Mr. L. C. Stevens, Chelmsford Hall, Eastbourne), J. C. L. Buckland (Rev. W. E. Sealey, Fonthill, East Grinstead), H. A. Evans (Eton College, formerly of St. Peter's Court, Broadstairs), T. M. Higham (Mr A. E. Lynam, Dragon School, Oxford), B. Carritt (Mr. A. E. Lynam, Dragon School, Oxford), A. N. Willis (Captain A. G. de L. Willis, Ascham St. Vincent's, Meads, Eastbourne), C. H. Pemberton (Mr. R. Vickers, Scaitcliffe, Englefield Green), C. F. C. Lee (Rev. C. Williams, Summer Fields, near Oxford), A. J. Milne (Mr. A. S. Johnson, St. Hugh's School, Bickley), I. Hall (Major F. K. Norman, The New Beacon, Sevenoaks), A. V. Benson (Mr. G. K. Thompson, The Grange, Stevenage). Newcastle Scholarship : K. S. Simpson.

FARRINGTONS, CHISLEHURST

Scholarship (£75 per annum) : Anne Blomfield (All Hallows School, Norfolk). Exhibition (£30 per annum) : Joan E. Bishop (Bradford Girls' Grammar School).

FELIXSTOWE COLLEGE FOR GIRLS

Scholarships : S. Kemp (Nottingham High School), A. Johnson, V. Smith (Saltburn-by-the-Sea), M. Edwards (Raymont, Shortlands), R. Deck (The Convent, Ipswich), C. Jones (Start Point, Holt), P. Morell (P.N.E.U. School, Nottingham). Bursaries : D. Stewart (St. Monica's, Edinburgh) ; J. Dobson (Collegiate School, Leicester), M. Dykes (Rosslyn Terrace School, Glasgow).

FELSTED SCHOOL

Entrance Scholarships : G. R. Hamber (Felsted, and Mr. H. J. Carson, Belvedere, Hove), R. J. H. Owen (Mr. F. G. Turner, Tormore, Upper Deal), J. N. C. Cooke (Mr. C. Mallam, Boarzell, Hurst Green), J. P. Moor (Mr. G. Latrobe Foster, Bow, Durham), R. Wyatt (Felsted, and Mr. H. de L. Booth, St. Peters, Eastbourne), P. C. G. Isaac (Mr. G. M. Faulkner, Falconbury School, Bexhill), E. P. Popert (Mr. A. J. H. Francis, St. Peters, Weston-super-Mare), N. J. Manwaring (Mr. C. A. Perkin, The Grange, Matfield), R. G. Cruickshank (Mr. C. M. Fiddian, King's College School, Cambridge), T. G. Cruttwell (Mr. A. H. Linford, Downsend, Leatherhead), E. D. Crow (Mr. H. Pincott, Gunnersbury School, W.4), W. A. Davison (Rev. H. W. Waterfield, Temple Grove, Eastbourne). Exhibition : P. R. R. Clarke (Felsted, and Mr. G. S. Fowler, St. George's, Windsor).

FETTES COLLEGE

Open Scholarships : B. D. M. Rae (Mr. J. H. Bruce-Lockhart, Cargilfield, Midlothian, and Fettes College), D. J. Grant (Mr. A. E. Lynam, The Dragon School, Oxford), J. R. C. McGlashan (Mr. H. S. Forster, Cottesmore School, Hove), A. Todd (Wallace Scholar) (Royal Academical Institution, Belfast), D. A. Johnstone (Messrs. C. F. C. Letts and G. M. Jackson, Oakley Hall, Cirencester), C. F. J. Thompson (Mr. J. H. Bruce-Lockhart, Cargilfield, Midlothian), F. B. Scott (Mr. N. G. Pearson, Alton Burn, Nairn).

FOREST SCHOOL, near SNARESBROOK

Entrance Scholarship (£80 per annum) : D. Coard (Carn Brea Preparatory School, Bromley, Kent).

GIGGLESWICK SCHOOL

Open Scholarships : P. J. Taylor (Terra Nova Preparatory School), P. G. Clemence (Singleton Hill Preparatory School, Kersal, Manchester), T. S. Wrightson (St. Olave's School, Ripon), J. W. Mather (Longrood Preparatory School, Ripon). Open Exhibitions : I. M. Clark (St. Anselm's, Bakewell), J. C. C. Romans (Tonstall School, Sunderland), M. H. M. Park (St. Olave's, Ripon), R. W. A. Anderson (Belmont House School, Blackheath), D. Wilcock (Moorlands School, Headingley, Leeds), H. W. Whiteley (Giggleswick Preparatory School).

HAILEYBURY COLLEGE

Scholarship : C. L. Dowell (Hill Crest, Frinton-on-Sea).

HARROGATE COLLEGE

Scholarships (£70) : Valma Heritage (Girls' High School, Normanton) ; Honorary : Gilbray Allan (Harrogate College Junior School) ; (£50) : Margaret Garrard (Birchlands School, Sheffield) and Helen Cooke (Queen's School, Chester) ; (£40) : Margaret Phillips (Marlfield School, Grappenhall, Cheshire).

HAWNES SCHOOL, AMPTHILL

Scholarships : B. Forbes (Babington House, Eltham), A. Ross Stone (Parkfield School, Horsham). Exhibitions : P. Spencer (Sarum Hall, Hampstead), J. Wilkins (Music) (Haven School, Parkstone).

HEADINGTON SCHOOL, OXFORD

Scholarships : Anne Forster (Leamington High School), Elizabeth Farnell (Headington School, Oxford), Ann Williamson (Headington School, Oxford), Diana Ede (St. Mary's School, Calne), Edna Stokes (Headington School, Oxford), Pamela Johnson (The Laurels, Rugby).

HEREFORD CATHEDRAL SCHOOL

Scholarships : S. R. Bevan-John (Mr. B. P. Rees, St. Michael's School, Bryn. Llanelly), G. L. Smith and G. S. Kettle (Lancaster House School, Acton). Exhibitions : A. E. Hall (Rev. N. Parcell, Bryntirion School, Bridgend), J. C. R. Hudson and P. Scott-Brown (Westbourne House, Penarth). Philpottine Senior Exhibition : T. G. McCondach (Hereford Cathedral School). Philpottine Junior Exhibition : J. M. Burch (Hereford Cathedral School).

HIGHGATE SCHOOL

Foundation or Foundation and House Scholarships : D. F. Townsend (Highgate School), R. D. Carter (Mr. de Glanville, Warren Hill, Eastbourne), J. S. Davies (Mr. Walford, Homefield School, Sutton), G. de N. Clark, S. M. B. Green, and F. W. Gysin (Highgate Junior School). Junior Foundation Scholarships : A. J. E. Duddington (Mr. Standfast, Norfolk House School, Muswell Hill), W. J. Wetenhall (Highgate Junior School). Gladstone and House Scholarship : J. N. Catty (Mr. Archdale, The Towers, Crowthorne).

HOWELL'S SCHOOL, DENBIGH

School Scholarships (£40 per annum) : Jill Darbishire, Yvonne Greenaway, Ruth Metcalf (Hon.), Patricia Sale, Rachel Shackleton, Joy Smallwood, and Joan G. Williams. Leaving Scholarship (tenable for three years, awarded by the Worshipful Company of Drapers) : Mary Macdonald (£60), Blodwen Lewis (£40). Archbishop Edwards' Leaving Exhibitions (tenable for three years) : Margery Duce (£50), Barbara Lankshear (£50), Joan Donaldson (£40), and Jean Ayres, Margaret Hope, and Peggy Hutchings (£20 each).

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HURSTPIERPOINT COLLEGE, SUSSEX

Scholarships : N. White (Mr. Parkes Davis, Lexden House, Eastbourne), P. J. F. Lord (Mr. Phillip, Prestonville School, Brighton), J. P. Pitts (Mr. Noble, Alleyn Court School, Westcliff-on-Sea), A. T. T. Cooke (Mr. Turner, Tormore, Upper Deal), T. W. R. East (Mr. Frost, Ghyll Royd, Ilkley). Exhibitions : B. Harrison (Mr. Hayward, Wykeham House, Worthing), G. R. Q. Kneeshaw (Mr. Laming, Nevill House, Eastbourne), G. V. Sumner (Mr. Ibbetson, Limes School, South Croydon), K. H. W. Hancock (Mr. Ibbetson, Limes School, South Croydon).

IMPERIAL SERVICE COLLEGE

Scholarships : D. S. Burne (Mr. O. Morgan, Hollingbury Court, Brighton), P. B. Gell (Mr. A. Dudley-Smith, Holmleigh, Buxton), V. C. Robertson (Colonel C. J. T. Robertson, Cherry Orchard, Charlton, S.E.7), R. J. Symonds (Rev. W. E. Sealey, Fonthill, East Grinstead), R. J. Owen (Imperial Service College, late Mr. L. Oldershaw, Maidenhead). Exhibitions : J. B. Edmundson (Mr. E. F. Titley, St. Wulfram's, Bournemouth), M. H. Claye (Imperial Service College, late Mr. J. H. Innes-Hopkins, Gadebridge Park, Hemel Hempstead).

KELLY COLLEGE, TAVISTOCK

Scholarships : J. C. Edmonds (Mr. F. L. Green, Montpelier School, Paignton), J. P. B. Savile (Mr. A. R. Crosthwaite, Upcott House, Okehampton). Exhibition : E. C. Hamlyn (Mr. R. E. Gordon-Walker, XIV School, Clifton, Bristol).

KING'S COLLEGE SCHOOL, WIMBLEDON COMMON

Scholarships : Senior : J. R. A. Bottomley, G. M. Budd, C. E. Coffin, D. G. Palmer, J. A. Spiers ; Junior : R. Yusuf Ali (K.C.S. Junior School), J. A. Dally (K.C.S. and Messrs Olive and Battersbury, "Rokeby," S.W.19), R. B. Roper (K.C.S. and Mr. A. Y. Roper, "The Wallops," Weybridge), S. E. Smith (K.C.S. Junior School).

KING'S COLLEGE, TAUNTON

Scholarship Awards : (£80) : A. F. Lane (Mr. J. L. L. Palmer, Wellow Wood School, Romsey) ; (£50) : G. F. N. Marriott (Rev. C. L. Waller and Messrs. Williams and Taylor, The Cedars School, Hendon), and R. J. H. Cadwallader (Mr. T. R. Coombes, Cathedral School, Llandaff) ; (£30) : J. D. Lumsden (Rev. C. J. Eastman, Silvester's School, Reading), B. L. Evans (Coedpenmaer School, Pontypridd) ; (£20) ; M. B. Knapp-Fisher (Choir School, Worcester) ; H. D. Strong (G. B. Bennett, Esq., Homefield, Worthing).

KING'S SCHOOL, BRUTON

Scholarships : J. M. Elgar (Mr. E. L. Griffiths, The Cathedral School, Salisbury), £40 ; J. Hall-Bullock (Mr. F. R. Lindsay, The Preparatory School, Sherborne), £35. Exhibitions (in alphabetical order) : R. D. Ambrose (Captain E. A. Humphrey Fenn, High Garrett Hall, Braintree), J. A. V. Gibson (Rev. H. W. Waterfield, Temple Grove, Eastbourne), J. E. T. Jennings (Rev. W. Yorke Batley, and Mr. J. B. Calkin, Wychwood School, Bournemouth), I. E. Miller (Mr. E. M. Adolphus, Avington School, Boscombe), C. Sandeman (Mr. F. G. Meakin, Norwood, Pennsylvania, Exeter), M. F. Tilley (Mr. E. F. Stokes, St. Dunstan's, Burnham-on-Sea). Existing Exhibition increased in value : P. C. Pinton (King's School, Bruton). Foundation Scholarship : J. Petty (Mr. F. R. Lindsay, The Preparatory School, Sherborne).

KING'S SCHOOL, CANTERBURY

Junior King's Scholarship (£20) **and Entrance Scholarship** (£50) : J. B. Goudge (Captain G. B. Pratt, Parkfield School, Stratton Park, Biggleswade, Beds), E. M. Lock (Mr. R. H. Cooper, Park House School, Paignton, South Devon). Junior King's Scholarship (£20) and Entrance Scholarship (£20) : B. E. Gouldsbury (Messrs. Bent and Dodd, Parkfield School, Hayward's Heath, Sussex). Junior King's Scholarship (£20) : J. I. Mitchell (Junior King's School, Milner Court, Sturry, Kent), M. H. Penn (Major C. M. Phillips, Prestonville House School, Belmont, Brighton), A. P. Beale (Junior King's School, Milner Court, Sturry, Kent), H. St. J. Grant (Mr. H. A. Turner, Pembroke House, Gilgil, Kenya Colony), R. P. A. Piercy (Junior King's School, Milner Court, Sturry, Kent), A. D. Wilson (Junior King's School, Milner Court, Sturry, Kent), J. de la Norris (Mr. E. B. Pryor, St. Christopher's, Bath), G. L. Clarke (Messrs. Clark and Harper, St. Wilfrid's School, Hawkhurst, Kent), A. B. Taylor (Mr. H. Granville Coghlan, Seafield, Collington, Bexhill), J. C. de Glanville (Mr. B. G. de Glanville, Warren Hill, Eastbourne), D. L. Maclean (Mr. S. H. Broughton, Devonshire House School, Bexhill). Senior King's Scholarship (£35) : W. C. Young, R. F. Fenn, G. M. Scott, and P. G. Bennett (all of King's School). Milner Memorial Scholarship (£100) : B. E. E. Marshall (Mr. R. Saunders-Johnson, Rose Hill School, Tunbridge Wells).

THE KING'S SCHOOL, CHESTER

King's Scholarships : G. J. Spence (The King's School Junior Department), H. S. Clarkson (St. Mary's School, Handbridge), and E. G. Blackmore (The King's School Junior Department), and I. R. W. Solloway (Christleton C. of E. School).

THE KING'S SCHOOL, ELY

The King's Scholarships : A. C. L. Sperling (King's School, Ely), W. J. Thornton (Mr. K. Stuart, Hillcrest, Frinton-on-Sea), D. H. Francis (King's School, Ely), D. E. Kingaby (King's School, Ely), J. C. A. Mudford (King's School, Ely). Bursaries : B. C. Easton (Mr. F. M. Bannister, Hillside School, Reigate), A. N. de Wael (Mr. H. Walker, Norman Cross, Potters Bar), E. G. Ogden (Mr. Guthrie Savage, Oakmount School, Southampton).

KING'S SCHOOL, ROCHESTER

King's Scholarships : E. Bell, D. K. Yorke, and G. W. Lees (King's School, Rochester). Minor Scholarships : D. A. M. Pring and D. W. Spiers (King's School, Rochester).

KINGSMOOR SCHOOL, GLOSSOP

Scholarships (£40) : I. M. Ross (Simon Langton School, Canterbury) ; (£30) : J. M. F. Rogers (St. Peter's School, Purley).

LANCING COLLEGE

Scholarships : J. H. Bishop (Messrs. E. P. Noble and D. R. W. Wilcox, Alleyn Court, Westcliff-on-Sea), P. J. N. Cox (Mr. R. G. Thornton, Hill Brow, Meads, Eastbourne), D. B. Emley (Messrs. H. N. Layton and C. E. W. V. Reynolds, The Manor House, Horsham), D. F. Wallis (Messrs. M. H. B. Holdman and W. M. Archibald, Thrings, Brunswick, Haywards Heath). Exhibitions : T. J. H. Duke (Mr. H. F. Chittenden, Newlands, Seaford), M. W. T. Kidson (Messrs. M. H. B. Goldman and W. M. Archibald, Thrings, Brunswick, Haywards Heath), J. R. Lamb (Mr. F. P. Insley, Normandale, Bexhill-on-Sea), G. S. Monilaws (Mr. L. C. Vaughan Wilkes, St. Cyprian's, Eastbourne), P. H. Nye (Mr. W. F. T. O'Byrne, Claremont School, St. Michael's Hall, Hove). Choral Exhibitions : F. R. Crozier (Forest School, Snaresbrook), C. Haward (Eversley School, Tonbridge Wells).

LEAMINGTON HIGH SCHOOL FOR GIRLS

Old Girls' Association Bursary : Ruth Champ (Leamington High School). Junior Exhibitions : 1st Class : Christine Knight and Molly Hewitt (both of Leamington High School) ; 2nd Class : Betty Robson (Miss Savage, Banbury) and Priscilla Causer (Leamington High School).

LEATHERHEAD SCHOOL

Science Scholarship : M. C. Robinson (Messrs. Brodie and Evans, Holyrood School, Bognor Regis). Open Exhibition : H. G. Matthews (Mr. D. S. Hancock, Greenways School, Bognor Regis). Albany Scholarship : P. M. Quigley (Mr. E. K. Milliken, Lancing House School, Lowestoft).

LEYS SCHOOL

Senior Scholarship : D. F. Blyth. Junior Scholarships (£100) : P. R. Dean (Mr. M. H. Pearce, Ripley Court, Surrey), E. R. Cregeen (Warrington Secondary School) ; (£75) : J. W. Laws (Mr. G. B. B. Johnson, Westbourne Preparatory School, Sheffield), E. E. R. Aplin (Mr. F. G. Meakin, Norwood, Exeter), A. G. Davies (Mr. H. C. Lea, Lindley Lodge, near Nuneaton) ; (£60) : K. E. Roberts (Mr. J. E. Rhodes, Merton House School, Penmaenmawr). Eyre Musical Scholarship : K. W. Brittain (Mr. H. C. Ellis, Moor Allerton School, W. Didsbury, Manchester). Honorary : D. C. Greenhalgh (Mr. L. P. Dealtry, The Leas, Hoylake). Exhibitions : (£40) : D. M. Roberts (Mr. F. Gordon Wood, Caldicott, Hitchin), D. H. Pettigrew (Mr. J. G. Roberts, Birkdale Preparatory School, Sheffield), J. C. Guest (Messrs. W. and A. M. Harrison, The Downs School, Bristol) ; (£25) : E. G. Brigham (Mr. H. B. Evington, Hardenswick, Harpenden), A. G. Dingley (Messrs. Farnfield and Walker, Emscote Lawn, Warwick), M. E. Bate (Hill Crest, Frinton-on-Sea).

LIVERPOOL COLLEGE

Entrance Scholarships : H. W. Tanner (Mr. R. C. Statter, Elleray, Wallasey), R. W. Martlew (Mr. P. Caton Baddeley, Somerville, New Brighton), K. T. Lindsay (Mr. F. T. Davies, St. Christopher's, Liverpool). Foundation Scholarship : H. Ramm (Liverpool Collegiate School) ; Entrance Exhibition : N. Laidler (Quarry Bank, Liverpool). School Leaving Scholarship : A McNeile Scholarship (£50 a year for four years) : D. B. Garland, Classical Scholar of Worcester College, Oxford).

MAGDALEN COLLEGE SCHOOL

School Exhibition (£25) : D. A. Cornell (Magdalen College School). School Exhibition (£20) : D. C. Palmer (New College School, Oxford). House Exhibition (£20) : J. L. A. Morris (St. George's School, Windsor).

MALVERN COLLEGE

Major Open Scholarship (£100 per annum) : P. Russell (Hillstone, Malvern).

MALVERN GIRLS' COLLEGE

Scholarships : Joy Watson (Southend High School), Christine Jolly (Queen Mary School, Lytham), Margaret Boggis (Roundham School, Paignton). Scholarship to Malvern Girls' College Preparatory School : Dulys Manners (Ragworth Hall, Norton). Exhibitions : Jean Watkins (Oxford High School G.P.D.S.T.), Ann Burd (Copplestone House, Budleigh Salterton). Violin Exhibition : Elizabeth Snow (Greenway School, Tiverton). Malvern Girls' College Scholarships to the Universities : Diana Bourne (to London University), Christine Forbes (to Oxford University).

MARLBOROUGH COLLEGE

Senior Scholarships : Classical : G. E. Fletcher, M. Newton, H. M. H. May, R. C. Bell, A. H. Whitfield. Mathematical : E. S. O. Smith (honorary), R. Buchanan-Dunlop. Authors' : S. A. Makovski, C. W. Bryant. Natural Science : R. A. Fell (honorary), D. I. Graham ("Douglas Joseph Geere" Scholar) (all of Marlborough College). Junior Scholarships : W. H. Cripps ("House" Scholar) (Rev. A. W. Hooper, St. Neot's, Eversley, Hants), J. D. C. Harrison (Mr. J. H. Nock, Lathallan School, Colinsburgh, Fife), W. R. Swann (Mr. C. H. Ransome, West Hill Park, Titchfield, Hants), G. A. Fraser ("Herbert Leaf" Scholar) (Rev. C. Williams, Summer Fields, Oxford), M. H. A. T. Bayon (Mr. F. W. Andrews, Picket Post, Ringwood, Hants), E. R. Nares (Mr. M. W. Peters, Westbury Manor, Brackley, Northants), P. C. Clenmow (Messrs. Ashley and Farnfield, Belmont House, Blackheath), C. J. Studdert Kennedy (Mr. G. C. McFerran, Packwood Haugh, Hockley Heath, Warwickshire). Hon. Mention : W. H. Howell-Evans (Mr. G. H. Fisher-Rowe, St. David's, Reigate). Foundation Scholarships : G. A. Fraser (Rev. C. Williams, Summer Fields, Oxford), D. J. C. Wood (Mr. L. T. Vaughan Wilkes, St. Cyprian's, Eastbourne), C. J. Studdert Kennedy (Mr. G. C. McFerran, Packwood Haugh, Hockley Heath), J. E. S. Briggs (Mr. C. G. Gordon Brierley, Bigshotte, Wokingham), H. H. O. Chalk (Mr. M. D. Mossman, Naish House, Burnham-on-Sea), D. M. K. Horne (Mr. J. M. Upward, Port Regis, Broadstairs), R. C. Okell (Mr. P. D. Fee Smith, The Old Hall School, Wellington, Salop), D. C. Carden (Mr. A. H. Richardson, Beaudesert Park, Minchinhampton), G. D. B. Atherton (Mr. A. H. Richardson, Beaudesert Park, Minchinhampton), C. D. Fisher (Mr. R. W. FitzAucher, Arnold House, Llandulas, North Wales), F. R. M. Lawrence (Mr. R. Brice-Smith, Brightlands, Newnham, Glos.), P. J. C. Dart (Mr. W. R. M. Leake, Dulwich Preparatory School, Dulwich), C. St. G. B. Rockett (Mr. J. A. Rannie, West Hayes, Winchester), R. L. Morley (Mr. E. L. Bent, Parkfield, Haywards Heath). Ashmore Scholar : S. B. Millar (Mr. K. Harding, St. Bede's, Eastbourne). Herbert Windeler Scholar : R. L. King (Mr. R. Crawshaw, Selwyn House, Broadstairs).

MERCHANT TAYLORS' SCHOOL

Scholarships : R. Stille (Messrs. Dickson and Gardner, Orley Farm, Harrow-on-the-Hill) (£40 per annum), K. Carpenter (Sunbury House School, 294 Willesden Lane, N.W.2).

MILL HILL SCHOOL

Open Scholarships : B. G. C. Webb (Mr. Marshall, Carn Brae School, Bromley), J. S. Henderson (Mr. Gilpin, Beaufort Lodge, New Barnet), P. G. Stibbe (Mr. Phillips, Nevill Holt, Market Harborough), G. H. Burrows (Mr. Lynam, Dragon School, Oxford), D. C. D'Eath (McClure Scholar) (Mill Hill School, late St. Aubyn's, Woodford), C. W. Ikin (McClure Scholar) (Mr. Roberts, Belmont, Mill Hill), W. D. Hicklin (Mr. Sharp, Grove Park, Kingsbury), J. R. Eastman (Mr. Mallam, Boarzell, Hurst Green), P. R. Mellor (Mr. Lynam, Dragon School, Oxford). Honorary Scholarship : N. L. Lunan (Mr. Roberts, Belmont, Mill Hill). Ministerial Exhibitions : J. S. Campsie (Mr. Ralph, Plymouth College), E. R. Cregeen (Mr. Broome, Warrington Secondary School), F. J. McFarlane (Rev. E. Barton, Brean House, Weston-super-Mare), A. M. Lawson, (Mr. Roberts, Belmont, Mill Hill).

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MONKTON COMBE SCHOOL

Scholarships (£80 per annum): A. Hoggard (Mr. G. S. Butler, Winchester Lodge, Torquay); (£60 per annum): O. B. St. John (Mr. A. T. Watts, Kingsmead School, Hoylake). Exhibitions (£25 per annum): A. W. Lowrie (Mr. W. G. Butler, St. Faith's, Cambridge), and F. B. S. Barkworth (Mr. A. Melville Jackson, St. Felix, Felixstowe). Clergy Exhibition: (£40 per annum): J. M. Vaughan Davies (Rev. W. L. Jameson, Monkton Combe Junior School).

MONMOUTH SCHOOL

Scholarships: R. P. Adair (Mr. Paul Griffith, The Hall, Cheshunt), M. G. Dyer (Mr. W. O'Byrne, Claremont School, Hove), R. V. Finn (Monmouth School), W. R. Horn (Mr. C. M. Glover, Norfolk House, Beaconsfield), E. Thomson (Mr. Paul Griffith, The Hall, Cheshunt), P. Wass (Mr. Gibson Roberts, Birkdale School, Sheffield).

OUNDLE SCHOOL

Scholarships or Exhibitions: J. M. Griffiths (Messrs. Robathan and Brice, Smith, Brightlands, Newnham, Glos.), C. M. Moncrieff (Mr.C. G. Gordon Brierley, Bigshotte, Wokingham), S. E. Toulmin (Mr. G. A. Wathen, The Hall School, Hampstead, N.W.3), H. D. Williams (Mr. L. P. Dealtry, The Leas, Hoylake, Cheshire), J. C. Yorke (Messrs. Sandford and Bennion, Mill Mead, Shrewsbury).

PALMER'S SCHOOL, GRAYS

Entrance Scholarships (£14 per annum): R. Giles (£20 per annum): C. Knowles and W. Lanham. School Leaving Scholarships: (£25 per annum): H. F. Andrews; (£15 per annum): K. J. Charrot; (£20 per annum): M. O. Hughes; (£10 per annum): R. S. R. Ince; (£50 per annum): E. E. Oakley, County Major Scholarships (£80 per annum): H. F. Andrews and K. J. Charrot; (£50 per annum): E. E. Oakley.

PERSE SCHOOL, CAMBRIDGE

Entrance Scholarships: M. O. Deighton (Perse Preparatory School), M. B. Glauert (Belgrave House School, Farnborough).

POCKLINGTON SCHOOL

Entrance Scholarships: J. G. Beever (Hymers College, Hull), C. E. Halliday (Brough Preparatory), S. C. Johnson (Caedmon College, Whitby), J. D. G. Jones (Bodvean). House Exhibition: J. B. Pedley (Clifton House School, Harrogate).

QUEEN ETHELBURGA'S SCHOOL, HARROGATE

Scholarship: Helen Baker (Oakhill School, Wimbledon, S.W.). Exhibition: Doreen Dobson (St. Helen's School, Ben Rhydding, Ilkley, Yorks).

QUEEN MARGARET'S SCHOOL, SCARBOROUGH

Scholarship (£80 a year): Hilary Kirk (Dragon School, Oxford, and Southlands, Exmouth). Exhibition (£60 a year): Elizabeth Richardson (Hereford High School).

REPTON SCHOOL

Major Scholarships (£100): W. N. Vickery (Mr. E. Skeete Workman, Copthorne School, Sussex); (£80) (Crompton Scholar): R. R. Taylor (Mr. F. L. Green, Montpelier School, Paiguton, South Devon); (£60) (Forman Scholar): J. F. Pearson (Mr. J. P. Nelson, Arden House, Henley-in-Arden, Warwickshire). Honorary: R. M. J. Cohen (Mr. H. W. Luce, The Dene, Caterham, Surrey, and Repton); (£60): J. D. Durst (Mr. T. C. Whitehead, Westbury House, West Meon, Hants). Minor Scholarships: M. H. D. Vodden (Mr. H. J. O. Marshall, Carn Brea, Sundridge Park, near Bromley, Kent), G. Denton (Mr. F. S. Cooper-Venables, Orleton, Scarborough), R. J. L. Davis (Mr. C. H. T. Hayman, Manor House, Brackley, Northants), T. M. Higham (Mr. A. E. Lynam, Dragon School, Oxford). Exhibitions: M. N. Davidson (Mr. A. S. Carey, Mourne Grange, Kilkeel, Co. Down), H. B. Harral (Mr. G. L. Veerman, Harden House, Alderley Edge, Cheshire, and Repton), L. C. Ardern and R. W. G. Lord (Mr. J. H. Glover, Smallwood Manor, near Uttoxeter, Staffs). The Hayward Exhibition: F. R. Marshall (Mr. D. H. K. Welsh, Stancliffe Hall, Darley Dale, Matlock). Foundation Scholarship: E. Y. Bannard (Mr. H. H. Morris, Grammar School, Boston, Lincs, and Repton).

ROEDEAN SCHOOL, BRIGHTON

Scholarships: W. H. M. Leeds (the Grammar School, Ross), J. I. MacKillop, Ecole Moyenne de l'Etat pour Jeunes Filles, Ixelles, Brussels). Exhibitions: R. M. Clark (Storrington School, Westcliff-on-Sea), M. F. Flynn (private tuition), B. Furnell Smith (Wentworth Collegiate School, Bournemouth), R. Wykes (Roedean School). Leaving Scholarships: Governors' Leaving Scholarships: (£50 a year for three years): B. J. Woods; (£40 a year for three years): A. F. Cumberlege. Renewal of £50 Scholarship for fourth year: D. R. Koop. Old Roedeanians' Leaving Scholarships (£30 a year for three years): S. M. Hood Barrs and J. P. A. Trumpler.

ROSSALL SCHOOL

Senior Scholarships: C. C. P. Pocock, C. E. Dalgleish, H. E. D. Frost, O. B. Tymms, W. B. Beresford, R. L. Price (all of Rossall School). Junior Scholarships: G. S. Kirk (Mr. R. T. Campbell, Shirley House School, Herts), J. S. Fforde (Mr. E. G. Seale, Portora Royal School, Enniskillen), W. F. Palmour (Mr. J. G. Fawcus, Bilton Grange, Rugby), D. J. Dunnett (Mr. A. V. Close, Malvern House, Folkestone). Exhibitions: J. Foster (Rossall School), A. L. Willey (Mr. A. H. W. Dennis, Rossall Junior School), D. G. Finlow (Mr. A. H. W. Dennis, Rossall Junior School); R. J. N. Fowler (Rev. H. Robson, Tonstall Preparatory School, Sunderland), P. E. Johnson (Rev. A. S. Postance, Hilltop Court, Seaford). Clerical Exhibitions: P. H. S. Dawson (Mr. A. H. W. Dennis, Rossall Junior School), G. E. Ford (Mr. C. H. T. Hayman, The Manor House, Brackley).

ROYAL GRAMMAR SCHOOL, WORCESTER

Eld Scholarships: J. E. Norris and A. G. Powell (Royal Grammar School, Worcester).

ROYAL SCHOOLS OF MUSIC, LONDON

Exhibitions: Eileen H. L'Estrange, Liverpool (Pianoforte) and Shirley K. Ussher, London (Violin), at the Royal Academy of Music; Iris G. M. Loveridge, London (Pianoforte), Marjorie W. Skuffham, London (Singing) and Margaret Wright, Folkestone (Violin), at the Royal College of Music.

RUGBY SCHOOL

Scholarships (£100): R. Appleyard (Mr. F. S. Cooper-Venables, Orleton, Scarborough), J. B. Buckley (Messrs. Cooke and Phillip, Dunchurch Hall, Rugby), J. T. Ewing (Mr. J. H. Bruce Lockhart, Cargilfield), L. G. H. Hingley (Mr. T. G. Hughes, Rose Hill School, Banstead). £60 Scholarships: E. G. S. Scott (Mr. A. O. Snowden, Hildersham House, Broadstairs), D. G. Turnbull (Mr. J. H. Nock, Lathallan, Colinsburgh, Fife). £50 (Stovin) Scholarship: R. H. Hardy (Mr. G. C. McFerran, Packwood Haugh). £40 Scholarships: J. M. Bickersteth (Mr. G. F. Cameron, Lambrook, Bracknell), D. A. Gardner (Mr. A. E. Lynam, Dragon School, Oxford), I. M. Mollison (Mr. C. L. Macdonald, Amesbury School, Hindhead), F. R. Ousey (Mr. F. Serille-Phillips, Nevill Holt, Market Harborough).

RYDAL SCHOOL, COLWYN BAY

Scholarships: J. W. N. Holmes (Waverley School, Nottingham), A. L. G. Moore (Kingsmead School, Hoylake), E. P. Pritchard (Hampton House School, Chester), P. Sykes (Singleton Hill, Manchester). Exhibitions: G. Blackburn (Ernseat School, Arnside), A. K. Loten (St. Bede's, Hornsea), W. T. L. Rylance (Eldon House, Blundellsands), A. H. Stamp (Rhos-on-Sea School, Colwyn Bay), J. F. Thornhill and C. G. Watson (Rydal School).

SANDECOTES SCHOOL, PARKSTONE

Scholarship: Lavender Morshead (Kent House School, Sale, Cheshire). Exhibitions: Madeline Walker (St. Christopher's School, Bournemouth), Janet Blanford (Queensmount School, Bournemouth).

SEDBERGH SCHOOL

Open Scholarships: M. J. C. Alabaster (Mr. Osborne, Dreghorn Castle, Colinton), G. R. Bleasby (Mr. Stuart, Hillcrest, Frinton-on-Sea), L. Bruce-Lockhart (Mr. Bruce-Lockhart, Cargilfield, Edinburgh), H. Howe (Mr. Farrer, The Wells, Ilkley). Exhibitions: J. N. Grey (Mr. Salmon, Ascham House, Gosforth), D. B. Lockhart-Smith (Mr. Gladstone, The Preparatory School, Sedbergh), D. E. Mount (Mr. Dowson, Cressbrook, Kirkby Lonsdale), A. C. E. Sandiland (Mr. Blencowe, Oriel House, St. Asaph), A. Schofield (Mr. Halcomb, Cleeve Court, Malvern Wells).

SHERBORNE SCHOOL

Entrance Scholarships (£100): J. K. Cordy (Mr. F. R. Lindsay, the Preparatory School, Sherborne), J. C. Sloper (Mr. A. D. B. Wauton, Garth Place, Bexhill-on-Sea); (£80): J. C. Sampson (Messrs. C. H. T. Hayman, R. H. Davis, and S. F. Meikle, the Manor House, Brackley); Dorset (£60): C. C. G. Draper (Mr. S. L. Allan, Kingwell Hall, near Bath); (£50): W. G. Shaw (Mr. J. H. Bruce-Lockhart, Cargilfield, Cramond Bridge, Midlothian); (£40): J. B. Chevalier (Mr. A. C. Walters, Bramdean, Heavitree, Exeter). Exhibitions: (£30): N. S. Nicholls (Mr. H. E. E. Jeston, Grenham House, Birchington-on-Sea); D. H. Armstrong (Mr. A. C. Rutherford, Sompting Abbots, Worthing); (£45): W. T. Benstead-Smith (Major R. N. B. Campbell, Mount House, Hartley, Plymouth). Pickering Exhibition (£40): M. P. Vaux (Mr. J. H. Percy, Taverham Hall, Norwich). Cutler Exhibition (£30): L. F. Baker (Mr. F. R. Lindsay, the Preparatory School, Sherborne); (£30): A. G. Denne (Messrs. C. H. T. Hayman, R. H. Davis, and S. F. Meikle, the Manor House, Brackley). Hodgson (£80): G. F. Davies (Mr. H. L. Whytehead, Chafyn Grove School, Salisbury).

SHERBORNE SCHOOL FOR GIRLS

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Opportunities exist in the Royal Air Force for well-educated boys to obtain a first-class training in a skilled trade or in clerical duties. For boys of ability and character the prospects of advancement in the Service are good. Accepted candidates are trained, housed, fed and clothed free of cost, and receive pay.

1. AIRCRAFT APPRENTICES

Candidates must be between the ages of 15 and 17 years. Entry is normally by competitive examination. Examinations are held half-yearly at numerous local centres for candidates nominated by Local Education and other approved authorities. (Date of next examination, November 5, 1935; closing date for receipt of nominations, October 1, 1935.)

Note.—Nominated candidates possessing first School Certificate with specified "credits" may be exempted from the competitive examination.

During the period of trade training (normally three years) apprentices attend school to continue their education, and at the end of the apprenticeship a few apprentices of special promise proceed to the Royal Air Force College for training as commissioned officers. The remainder serve as skilled aircraftmen and have opportunities of advancement to the highest non-commissioned rank; they may also be selected to qualify in flying and become airman pilots, of whom a certain number with exceptional qualifications are periodically chosen for commissioned rank.

Not less than 750 aircraft apprentices will be required for entry into the Service in January, 1936, for training in the trades of fitter, wireless operator mechanic and instrument maker.

2. APPRENTICE CLERKS

Candidates must be between the ages of 15 years 6 months and 17 years 3 months, and entry is by selection from among applicants possessing an approved first School Certificate. Those who are selected are trained (normally for eighteen months) for clerical duties (general or pay and store accounting) in the Royal Air Force. The course of training is planned on liberal lines, and apprentice clerks attend school to continue their education.

After passing out, on completion of training, apprentice clerks have opportunities of advancement to the highest non-commissioned rank, and the statement above, relating to aircraft apprentices' prospects of selection for training as airman pilot (and in exceptional cases for commissioned rank) applies equally to apprentice clerks.

Vacancies are expected to be available for about 30 apprentice clerks in October, 1935, and for a further 30 in January, 1936.

3. BOY ENTRANTS

Candidates must be between the ages of 15 years 9 months and 17 years 3 months. Boys who sat at the competitive examination referred to in 1 above, who cannot be entered as aircraft apprentices, may be invited to apply for vacancies as boy entrants, to be trained (for twelve to sixteen months, according to trade) as armourers, photographers, or wireless operators. These vacancies are open also to boys who have been directly nominated for this method of entry. Airmen who were enlisted as boy entrants have opportunities during their service of selection for training as air observer or as airman pilot. Not less than 300 boy entrants will be required to commence training early in 1936.

Special attention is paid to the general welfare and health of apprentices and boy entrants under training. Six weeks' leave a year is normally allowed. Subsequent service in the Royal Air Force provides an interesting and varied career with opportunities for service overseas.

Full regulations (rates of pay, periods of engagement, medical standards, &c.) are contained in A.M. Pamphlet 15 (Aircraft Apprentices), A.M. Pamphlet 9 (Apprentice Clerks), and A.M. Pamphlet 54 (Boy Entrants), which may be had on application to the SECRETARY (A.E.), Air Ministry, Adastral House, Kingsway, London, W.C. 2.

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Syllabuses of all Examinations (including Ensemble and Elocution) for 1935 or for 1936, Entry Forms and any further information can be obtained post free from the Secretary, 14 and 15 Bedford Square, London, W.C. 1.

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International Art Congress, Brussels

FIVE hundred members of the International Federation of Drawing and Applied Arts met at Brussels from August 8 to 15 at a Congress organized by the Belgium Association of Art and Manual Training Teachers. Under the patronage of the King of the Belgians, the members and delegates representing thirty nations discussed a number of important subjects relative to art teaching, especially those connected with secondary schools. The papers read and discussed were printed and the synopsis of each paper given in four languages. The members were arranged in four language groups and at a final meeting, the resolutions were discussed by the whole assembly.

On Question 1, the relation between intelligence and aptitude for drawing, papers were read by several foreign delegates as well as by Miss Evelyn Gibbs, Goldsmiths' Training College; Mr. Robin Tanner, Chippenham, Wilts.; and Prof. Meier, Iowa. A valuable contribution by Mr. R. R. Tomlinson, Senior Art Inspector, L.C.C., on the second part of the question, "Do the creative faculties show any special modification among young people approaching adolescence?" was received by the Congress with considerable interest. The Congress agreed that art and mental development were connected.

In Question 2, the British point of view was presented by Mr. R. A. Dawson, Principal of the Manchester School of Art, and the American view by Mr. A. G. Pelikan, Director of the Milwaukee Art Institute. Discussion on this question was general in all the language groups, and it was agreed that creative ability goes hand in hand with the development of observation.

There was no British contribution to the question dealing with the role of colour in art teaching, but animated discussion took place on several papers contributed by leading European professors of art. The most interesting paper was read in English by Major Tanner, of Bern, who has evolved a pigmentary colour scale which is exhibited in the Swiss Pavilion in the International Exhibition in Brussels. The Ostwald system did not appear to meet with general approval, and notwithstanding the progress made in colour teaching in previous congresses, the clash between the colour scales of the man of science and the desire to escape from scientific control by the artist still continues. The trouble lies mainly in the difficulty in obtaining a true range of pigmentary colours suitable for the purpose of a scale.

By far the most discussed subject was Question 4, which dealt with the role of handicraft in relation to art teaching. Papers of great interest were presented by several countries, but the British point of view obtained support and substantially formed the basis of the final resolution agreeing to the inseparable position of handicraft and art from the beginning of school life. Papers were presented by Miss Elsie McGlashan, of Sheffield, a well-known lecturer on craftwork. Mr. John Hunter, Art Inspector, Belfast; Mr. A. C. Horth, author of *Design and Handicraft*; and M. Paul Montfort, the Secretary of the Congress. A resolution that "Handicraft should be the very beginning of Art. It should be the practical approach to Design. It should provide that stimulus to investigation and experiment which is the basis of all learning and it should be the foundation on which all art education should evolve," was passed by the English-speaking section and with a slight modification, due to the difficulty of nomenclature, this view was generally accepted. A late paper submitted by the Japanese delegation supported the British point of view.

In the main it was agreed that art and handicraft should go together and not be separated and that, with a complete understanding of the meaning of design, the combined influence of art and handicraft is essential in the development of art education, not only in the secondary but also in the elementary stages of an educational scheme.

The subject matter of Question 5, the formation of taste, is so bound up with the other questions that no special contribution was made by British representations. The English-speaking section fully endorsed the resolution submitted by M. Leon Montfort, Inspector of Art in Belgium. In stating his case, M. Leon Montfort referred to "those country dwellings amid a flowery setting which he had met with in his travels, notably in the Anglo-Saxon countries where order, cleanliness, orderly arrangement, comfort, and beauty reign, and where one may live in an atmosphere of purity and happy family life." The resolution stated that the importance of art teaching should be stressed as a principal and not a subsidiary subject, having in view the formation of good taste, the source of well-being and prosperity.

Of the remaining questions, that on the History of Art, provided an highly interesting discussion. In this question also the British resolution was accepted by the English-speaking section.

Finally the Congress resolved that in the best interests of education that in all countries the specialist teacher of art, properly trained and qualified, should be given equal status and that training should have this in view.

The Journal of Education

for MAY, 1935, contains:

The King and Democratic Citizenship
By Mary E. Beggs, B.A., Goldsmiths' College.

An Eventful Quarter-Century, 1910-1935
By Emeritus Professor F. J. C. Hearnshaw.

The Social and Industrial Record
By C. H. Creasey, O.B.E., formerly H.M. Inspector of Schools.

The Development of Professional Associations of Teachers during the Last Twenty-five Years
By A. Gray Jones, M.A., B.Litt.

Then and Now
By T. Raymont, M.A., formerly Warden of Goldsmiths' College.

What We Said in 1910
By J. Wickham Murray, M.A.

A Plea for More Interesting Readings in Latin
By John Cook, M.A., Watson's Boys' College, Edinburgh.

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University Entrance Scholarships: An Examiner's Views

X.

By J. O. ROACH, M.A., Director of Studies in French, Peterhouse, Trinity Hall, &c.

WRITING as a scholarship examiner in modern languages, I assume that the main object of the very helpful series of articles on the scholarship system published by *The Journal of Education* is to discover what we examiners "are at," and how far our aims coincide with those of the schools. In his introductory article, Dr. Norwood referred also to a possible conflict between "the curriculum imposed by the scholarship examinations" and the work that has to be done for the Higher Certificate. This is an important aspect of the problem. Not many months ago an informal conference was arranged in Cambridge by the Master of Magdalene and the Chief Inspector for Secondary Schools, Mr. Duckworth, at which headmasters, H.M. Inspectors, and university teachers in history and modern languages made an initial attempt to explore the possibilities of reconciliation between the two forms of test as regards the preparation which they involve.

The introductory article to the series left the impression that at Cambridge "all the colleges contend for all the candidates at the same time," and that the examiners are therefore heavily burdened and are bound to work rapidly and to some extent mechanically. Actually we have two main groups, which is the system that Dr. Norwood would prefer at Oxford, and the candidates necessarily divide themselves between the two. If we followed the very interesting suggestion that one group should examine in December and the other in March, and that we should co-operate with Oxford to devise the best means to this end, the likelihood is surely that the number of candidates for a group, and hence the burden on the examiners, would be increased. Dr. Norwood says himself that under his scheme candidates would have three opportunities in the year of proving their merit. Nevertheless, the suggestion clearly deserves to be considered, if only to teach us that our policy may have repercussions far beyond the intentions of its authors.

One such repercussion, intentional or not, is too rarely traced to its source and yet is of very vital concern to the teaching of modern languages in the country at large. I refer to the pressure exercised by the requirements of the ancient universities in ancient languages. Much is heard of the over-academic character of the School Certificate Examination and of the deadening influence due to the Matriculation incubus. It is true that Matriculation requires either Latin or a science subject, true also that all the subjects must be passed on one and the same occasion, whereas the excuse offered for Responsions and the Previous examination is that Latin can always be added at a later date. But, unlike the Matriculation examination, we require all our candidates, literary or scientific, to take Latin. To that extent we handicap the study of modern languages, which is acknowledged to be a necessity for scientists. The handicap can only be removed by university action; in the meantime, college action in one group at Cambridge is attempting to stimulate modern language study by requiring candidates in mathematics or in natural sciences in and after 1935 to satisfy the examiners in translation from at least one modern language. Of Latin in relation to advanced courses of modern studies I shall speak later. But unfortunately its influence goes far beyond scholarship candidates and even beyond those who gain the School Certificate. Whether we deserve it or not, Oxford and Cambridge skim the cream from the secondary schools of the whole country. The general result is Latin for a substantial proportion of their pupils, not only for the tiny fraction of potential university entrants; and also Latin for a very substantial proportion of their time-table.

The whispered admission is sometimes heard that the standard of badness accepted for Little-go or School Certificate credit is no guarantee of the exact linguistic training which is generally advanced as the justification of this subject. Dr. Norwood himself, distinguished classic as he is, has publicly and public-spiritedly reached the regretful conclusion that, in view of the needs of the modern world, some better use can be made of the 1,500 lessons given over to Latin in the average boy's time at school. He holds that the School Certificate now dominating the schools is itself dominated by educational ideas which are obsolescent, that considerable changes must come within the next ten years, and that until those changes are realized Latin should remain for a bit longer "in its privileged position."

This domination of Latin is also the answer to the question which he put in an address to the Anglo-Italian Society on the neglect of Italian: "There are, of course, plenty of instances in which able children take up three languages, and the combination of Latin, Greek, and French is quite common. Why should not modern language scholars be encouraged to offer French, German, and Italian?" It should be added that I fully agree with him when he challenges the "obsession" that French should always be the first modern language in schools. Few educational reforms would be more fruitful for international understanding than a wider planning of our language studies on a national basis, and few reforms are so likely to be held up by prejudice and inertia.

Mr. Gibson, in his article on modern languages, pointed out that at Cambridge, in the years 1933 and 1934, there were 71 and 66 scholarship awards in classics, the corresponding figures for modern languages being 20 and 34. Now, the classics profit by a vicious circle which is openly

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recognized and praised by their champions. In his article on classics, Mr. Dale made the following significant comment, "I think, as I thought then, that the universities are competent judges of their own affairs, that they know the value of the training which leads to their degrees in classics, and that they have every right to maintain, by endowment, studies threatened, and gravely diminished elsewhere, by the more direct utility of other subjects." As a first comment, school teachers would, in almost any other connexion, be ready to deny the right of the universities to impose a particular form of education on the schools and to consider purely as their own affair a policy which in fact influences the whole of our secondary education. In the second place, it need not be supposed that the universities as a whole are invited to consider "the value of the training." We are not given to internecine warfare; and anyhow, our classical friends are sufficiently entrenched to laugh us gently to scorn, although their system no longer meets our national needs in a rapidly changing world. Yet the fact remains that the awards are made not so much by the colleges as by the classical examiners themselves—the simple method being to place a substantial number of scholarship candidates in a class justifying a high award.

The question of comparative standards remains a baffling mystery, both for scholarships and in the Tripos results. Of the 106 men who were successful in Part I of the Classical Tripos in 1934, 49 gained first class, 34 second class, and 23 third class honours. In Part I of the Modern Languages Tripos, candidates were classed separately in each of two languages and did not necessarily take both in the same year. In French, 162 men were classed as follows: 37 first, 72 second, and 53 third classes. The 112 candidates in German were divided in similar proportions: 22, 59, and 31. It is noteworthy that the other Tripos of long standing, mathematics, has a division of candidates very like that of classics, whereas history and natural sciences are closely akin to the spread of results in Modern Languages.

Not for one moment do I suggest that our classical colleagues swell their scholarship class lists in order to secure awards. The only reasonable conclusion is that the schools are still turning first-class brains and promising linguists toward the classics rather than toward modern languages. The reason is partly tradition and partly a solidarity of interest which was ironically recommended for study to the Modern Language Association in the following terms by my late friend and teacher, Prof. O. H. Prior: "It has men of mark at its head and thus influences public bodies. It induces prime ministers and others to introduce classical quotations into their speeches, while modern languages are merely represented by an occasional timid *honi soit.*"

No one will suspect Mr. Gibson of asking for modern language awards to men who are not of scholarship calibre, but it should be quite clearly understood that at Cambridge the remedy appears to lie chiefly with the schools. It is not that anything is wrong with their methods or, I think, that we examiners have an unduly exacting standard, but that the schools must present more pupils of high individual calibre. If the number of awards is small, the chief reason is at present that we do not feel justified in classing a larger number of candidates; apart from the attitude of individual colleges, we shall probably have no complaint of active discrimination against our subject until we are able to present a sufficient list to exert pressure on subjects that are accustomed to priority.

We have perhaps not yet received our share of first-class minds in any stage of modern language teaching in this country, and it is probable that real improvement in the situation will wait upon the ability of modern languages to take the place of the classics in our school system. That will be resisted.

Yet it is legitimate—though to some it will seem merely laughable—to hope for the dignified and gradual retirement of the classics within the next half-century from a world which has shrunk astoundingly through the development of modern communications; a world in which men of linguistic ability and goodwill must increasingly devote themselves to the study of their neighbours and the promotion of international understanding. Theoretically an ideal training, the classics tend in practice, like a personal religion, to breed individuals more concerned with their own cultural salvation or superiority than with the needs of a nation or of a world; they may produce minds which cannot face our educational needs fairly and squarely, since limits must be set to all impartial inquiry and reservations must first be made for the inviolable rights of the classics.

Although one hopes that many of the hours of study spent on dead languages as an end in themselves will eventually be set free, the tradition of language study as a mental training and discipline can and should be inherited by modern languages, as can be also the high sense of duty which the best classical masters have always had toward their own language and toward English literature. Should be and can be—I speak as one who, after the usual nine years of Latin and Greek, and subsequent experience of Oriental and European languages, will not lightly deny his debt to his own masters. The study of the origins of our civilization in ancient Greece and Rome should be more widely practised, not mainly restricted as at present to classical specialists. And finally, the study of Latin should be developed in a modified and less thorough form—especially if thoroughness be judged by the time-table allotment. It should concentrate more on what is at present regarded only as a by-product—the place of Latin in the evolution of our own and other European languages.

In the meantime, Latin translation is a compulsory paper for modern language scholarships at Cambridge. The Trinity group require "moderate proficiency" in it and state that failure to show such proficiency will involve a serious loss of marks. In my own group, Peterhouse, Caius, &c., we have hitherto considered it as a qualifying paper and have not added in the marks. In future they will be included in the total—hence a significant addition to our syllabus for 1935, "Equal importance will be attached to all papers in the examination."

In his article on modern languages, Mr. Gibson praised the Trinity group at Cambridge for having one general paper common to candidates in all subjects, whereas the Peterhouse, Caius group has separate general papers for historians, modern linguists, and scientists. I believe that he is right and that we might well make our English essay paper also common to all subjects. The fact that all candidates were offering these papers would offer interesting possibilities of direct comparison.

Dr. Norwood and Mr. Gibson both ask—Do these general papers count? The syllabus in modern languages for the Peterhouse, Caius group shows that one general paper at least does count. Each language has five tests carrying equal marks—oral, composition, essay, translation, and the relevant section of the literature and history paper. The general knowledge paper and the English essay each carry marks equal to any one of these; thus, they are together equal to the literature and history of the two languages studied.

Mr. Gibson condemns as the "usual atrocity" the general knowledge paper which we "perpetrate" for modern linguists in the Peterhouse, Caius group. There is something in what he says, but he could not know that we took steps to put our house in order a few months before his article appeared. Our new syllabus for 1935 says of this paper: "The general knowledge paper will be divided into two sections: one section will test general reading and knowledge, the other will be more particularly concerned with Europe (including the United Kingdom)—its recent history and civilization, and its political and economic problems."

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The underlying principle of this is that the various sections of the paper on "History, Literature, and Institutions" should deal with the different countries as units, and that the general knowledge paper should consider their interrelation as parts of a greater whole.

It is true that there is no syllabus for the section of the general knowledge paper which is to test "general reading and knowledge." I cannot anticipate the policy of my colleagues in this matter, but I do know that when we discussed it we had in mind the treatment of subjects which are properly included at a subsidiary level in a well-balanced course of advanced studies, rather than capricious papers of the "hit or miss" variety.

Mr. Gibson expressed himself fairly well satisfied with the paper of questions on the history and literature of the various countries, "though institutions and geography might also figure here with advantage." Those of his way of thinking will welcome the fact that, as shown above, under our new scheme Institutions are now to be included in the title of the paper. Geography, which has not gone quite unrecognized in the past, is included in the syllabus under "alternative questions on the institutions, civilization and geography of each country." The object of the change is, broadly, to encourage a general study of the various aspects of a country as an organic unity; it may tend to lessen the artificial division of human knowledge into "subjects."

This change lays no compulsion on schools and it may be assumed that there will still be an adequate choice of questions for those who, in French for example, follow orthodox lines and confine their attention to Classical Period and Romantic Period, that is, as the syllabus has it, "such authors and literary and historical periods as are generally studied in schools." The examiners' sympathies, however, will scarcely be with the mentality of those whose Higher Certificate programme allows France to fizzle out in 1850. They may be said to have placed in the forefront of their conscience the fact that they are examiners in *modern* languages. The syllabus may thus widen the scope of the future university student and also of pupils who come under the same influence before going out to earn their living in commerce or industry or as elementary school teachers.

It should be mentioned that the Higher Certificate Examination of the Cambridge Syndicate, which Mr. Gibson considers to be already the most satisfactory, is moving on closely parallel lines. It is making fuller and more elastic provision for the study of history, including the twentieth century, and of geography and institutions as integral parts of the language subjects, and also for a more general choice of literature texts, though teachers who prefer to concentrate mainly on a "period" will still be largely free to do so.

One considerable problem presents itself to the mind: How far do university courses themselves offer similar schemes of study, and how far will the teachers whom they prepare be able and willing to take the wider opportunities offered for their pupils? That university courses in general have a long way to go can hardly be doubted. It took the last War to suggest to the modern language world its plain duty to modern civilization (Report of the Prime Minister's Committee, 1918). Yet the lesson has not been learnt. The continued domination of the pre-War mind, or of the higher academic truth (according to one's point of view), has to some extent kept modern language courses at universities in a literary-philological groove, with deadening and sometimes superfluous "research" work as its highest ultimate goal. But that is another story.

It is not, however, modern language specialists alone who are affected by such changes. Many Higher Certificate candidates offer one modern language with such other principal subjects as history or geography. At the meeting of inspectors, headmasters, and university teachers mentioned above I suggested that scholarship examinations in history tend to encourage that over-specialization at schools which university historians themselves often deprecate. This is because they test only one of the principal subjects for the Higher Certificate.

Now, the headmasters at the meeting complained that the course of reading which the modern language syllabus for higher certificates generally imposed on their pupils, while it might or might not be suitable for modern linguists, had little or no relation to the chief interests of a historian; it therefore made no appeal to his type of mind and hindered any useful co-ordination between the subjects. They appeared to think that the new Cambridge Higher Certificate syllabus was just what they needed, and both they and the university teachers agreed that the new scholarship syllabus was also sufficiently wide to meet the needs of the historian.

Emboldened by this support, in May last I submitted for the preliminary consideration of the history examiners in the Peterhouse, Caius group the proposal that they should require a second principal subject to be taken. Candidates who offered Latin would also have to translate from a modern language; those offering a modern language would translate from Latin or Greek; and those who took English would translate from two languages as at present. The history examiners would surrender none of their independence; they would make awards in *history* and would themselves decide what weight to attach to the second subject, as they now do with the translation paper.

It is a matter of some importance that Mr. Happold, in his article of July, 1935, on History Scholarships, was evidently thinking on similar lines. The present concentration on historical studies may tempt the student, he says, "to neglect those studies which would give him a better mental training and background and more adequate tools for later historical work. . . . He gains rather than loses by a good deal of work in literature and languages."

In May last I also put forward another proposal to my colleagues in both history and modern languages; it will no doubt be considered in due time. This is that, if the first proposal is accepted by the historians for 1936 or 1937, and if it proves workable, we should a year later provide definitely for the award of scholarships on a *combination* of history and a modern language. The candidates would have to translate from Latin and also from a second modern language. Mr. Happold welcomes the experiment at Oxford in what he calls "mixed" scholarships; this might be something similar.

It is well known that certain Triposes are not represented in the scholarship examinations, because their subjects are not in the school curriculum. English, however, is one of the most widely taken subjects for the Higher School Certificate, although Mr. Gurner complains, in his article of August, 1935, that "many secondary schools are unable even to afford the luxury of an advanced course in English." There were also 86 men in the Class List for Part I of the English Tripos in 1934, as compared with the 106 for classics shown above. Their division does not suggest that the examiners are unduly ready to award high honours: 6 first, 45 second, and 35 third classes.

It is therefore a little surprising that the Trinity group made no provision for English Scholarships in 1934. On the other hand, the two independent colleges go a little far in not requiring candidates in English to take a second principal subject, as they must in the Peterhouse, Caius group. Ours is perhaps the right way, though some of us would like our English colleagues to have more freedom to pick an exceptional candidate in the last resort on his English alone. This is the freedom which the historians will have if they accept the proposal to require a second principal subject. I have in fact suggested that candidates who, under our existing scheme, offer English and a modern language, should be allowed to translate from a second modern language as well as from Latin, and that the warning against this choice of principal subjects, owing to the difficulty of combining them for Tripos work, should then cease to operate. The point is this: a substantial majority of

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students now make Part I of the Modern Languages Tripos a two-year course with an extended syllabus, because their second language is too weak when they come up to enable them to take both at the end of their first year (and the languages may no longer be separated). This weakness may have various causes and is by no means necessarily due to lack of talent.

Our working theory has been that scholars will take Part I in both languages at the end of their first year and "get it over." I am coming more and more to believe that this may be educationally unsound. We forget that our own regulations require scholarship candidates to work at three languages and at the literature and history of two foreign countries. This leaves them largely without roots in their own country's literature and history, and even, be it whispered, without that reverential handling of their mother tongue which should be the mark of a language scholar. I am entirely with Mr. Gurner when he complains that foreign literatures, classical and modern, enjoy a privileged position, while English is severely attacked.

Narrow partisanship for our own subject may be not only parochial but futile. A pupil of mine who was top in the scholarship examination and has taken a first in Part I at the end of his first year is going straight over to law. He will keep his scholarship in a Tripos—and it might have been one of several—for which he has evinced no specialized aptitude whatever. Surely a lesson to us to accept men on the evidence of other branches of learning than our own, our plain object being to select individuals of scholarship calibre for a university education. If we encourage the broader preparation for which Mr. Happold pleads, we shall benefit not only university entrants but secondary education generally.

Education and Freedom

BY DR. A. W. PICKARD-CAMBRIDGE, Vice-Chancellor of the University of Sheffield *

IT has not been unusual at the meetings of the British Association to discuss questions which have a peculiar practical interest and I venture to offer some observations on the connexion between education and freedom, in the belief that the subject is one of critical importance to-day and that it is essential that those who are concerned with education should determine their attitude to it.

No one with any power of discernment can have failed to note two opposite tendencies at work in the present day: the one, a tendency antagonistic, both in intention and in fact, to freedom; the other, a tendency to lay claim to freedom in ways which it is not always possible to defend. Of the second of these tendencies I do not intend to say much to-day, though I shall refer to it incidentally later on. It is seen in a number of educational theories which would, so far as possible, exclude discipline from life in the supposed interests of free development; and also in a certain impatience with all forms of authority, of which those who are associated with young people have been more conscious in recent years than (for instance) before the War. But the other tendency we can see writ large in the recent history and present condition of nations and also reflected in the smaller letters of individual mentalities. In Germany, Italy, and Russia we are watching the complete subordination of the individual to the State, not only in his external life and action, but also, so far as education and propaganda can achieve it, in thought and will. In all three countries the methods adopted have been essentially the same—the ruthless exercise of force, the extermination of persons who seemed likely to be irreconcilable, and thereafter the continuing threat of death, imprisonment, and loss of goods, the employment of espionage in its most inhuman and revolting forms, creating distrust between members of the same family and between friends who seemed inseparably united, and the enforcement of methods of education and psychological manipulation calculated to mould impressionable minds into one and the same rigid and uniform shape, and to permit no independence of judgment or of action. The suppression of truth and the propagation of convenient falsehoods have been regular elements in the system. Any thinking which runs counter to the ideas promulgated by the ruler is sternly discouraged. The individual exists simply to carry out those ideas, and it will be bad for him if he does not do it.

Now if such phenomena were only presented to us by foreign peoples, they would even then merit our very serious attention; but he would be very blind who did not see the same tendency at work among ourselves. We call ourselves a Democracy, and the essence of democracy is that it rests upon the free expression of individual thought; but the rigidity of organization in our political parties has increased during the present century to an ominous degree, and with it the application of what is called "party discipline," depriving the individual of all freedom of action and speech, whatever freedom of thought he may privately retain.

It is at least equally serious, that some of the constructors of the imaginary Utopias which have been most popular with the younger generation in the last few years clearly envisage and apparently approve of political and educational systems based upon the complete elimination of individuality. Mr. Aldous Huxley's *Brave New World* and Mr. Wells's delineation of *The Shape of Things to Come* both assume that it is possible to organize individual freedom out of existence; and the means suggested to supplement certain catastrophes, which occur conveniently and give the imaginary State-builders a *tabula rasa*, are violence at the beginning and the ruthless crushing out of opposition at all stages. It is open, of course, to any of us to treat such works as nothing more than rather unconvincing pieces of fiction; but the fact that they have found a definite response from a great number of young people at the impressionable age of university studentship gives them a significance which intrinsically they may hardly merit.

For the events of our own times have shown that there is more than imagination in these pictures; that it is possible in fact so to educate and to govern as to eliminate freedom of thought and life, to make human beings efficient members of an all-embracing organization, cogs in a machine, and to convince a large number of them that that is the best life for them; and it is certain that the idea of such an organization has for many persons a great attractiveness, and that they are prepared to believe that it is worth the price. A large number of quite serious persons are definitely prepared to find their ideal in a state of society in which the freedom of the individual is to play a far smaller part than is consistent with any kind of democracy, and to fashion education so as to create and perpetuate such a state.

Now if this view is accepted, if it is definitely decided that freedom is not worth keeping, the consequences in the field of education will obviously be accepted also—the strict control of all that is to be taught, and of the method of teaching it; the exercise of thorough-going espionage upon teachers and pupils, and the encouragement in both ranks of the giving of information against colleagues and companions; the supervision of every part of the individual life, so that there may be no loophole anywhere for the intrusion of counter-influences, and no opportunity for

* Extracts from an address delivered as President of Section L (Educational Science), at the Norwich Meetings of the British Association, September 6, 1935.

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the expression of free thought. What I have to say to-day is based upon the opposite assumption, that individual freedom, is the indispensable condition of a good and even a tolerable human existence, and that just as the educational systems of coercive States, real or imaginary, are directed to the maintenance of the systems of government and life which have given rise to them, so the educational system of a democratic State, which is based on the principle of freedom, should be directed towards the maintenance of that freedom, and the encouragement of its responsible use. As the principle of the direction of education in accordance with the " spirit of the State " must necessarily result, in the authoritarian State, in training citizens *not* to think, so education in the spirit of a polity of free men and women must above all train them to think freely and accurately, and to desire to carry the results of their thinking into action. As the former type of State will try to produce a standardized and unresisting mentality, the latter will allow the utmost variety and will look for the good life of the community to clash in rational discussion of the most diverse views.

The freedom of which I am speaking has two aspects. It includes, in the first place, the power of the individual to realize the good, as he understands it, in his own life ; and in the second place, the power to take an equal share with any other citizen in determining the action of the community of which he is a member, and in bringing about the realization of good in the community as a whole, or, in other words, in the lives of others as well as himself. In both aspects freedom depends in part upon the individual's own capacity, in part upon the political and social structure and behaviour of the community, *i.e.* upon the will of others.

So far as the individual life is concerned, I do not think that much argument is needed to show that the freedom which serious persons desire, and the freedom which is desirable, is just freedom to realize whatever is regarded as good—as possessing value ; the power to act in accordance with a deliberately chosen ideal of good, in whatever sphere of action. So far as the community is concerned, the ideal State and community will be a democracy in which every individual is free to realize the highest values, physical, moral, and spiritual ; and the realization of some of these is only possible if he can enter into freely determined mutual relations with others, participating fully in the life of the community, communicating his share of good to it, receiving his share of good from it. Doubtless such an ideal community is far in advance of anything that has so far been realized ; but it is the ideal at which democracy aims and which is implicit in most of the social reforms effected or demanded in our own day ; and, so far as I can judge, it is the one political ideal worth working for.

Ever since the authoritarian State and the authoritarian Church of the Middle Ages had to yield most of their power to a steadily broadening political freedom and a growing liberty of thought, the principle which has been implicit in all political progress in the Western world has been that of the inviolability of the individual personality, and the imperative obligation to ensure the freedom and security of the individual under a reign of law resting upon the consent of those who obey it and who co-operate for those common ends which all feel to be also their own. The whole trend of what is called progress has been an advance from a condition in which the individual has been under domination or cruelly hindered by his environment to one in which he has been at liberty to express himself, to act upon his own understanding, and give his co-operation by his own free consent. For my own part, I can only express complete agreement with the sentence which sums up the spirit of Sir Percy Nunn's well-known textbook (*Education : its Data and First Principles*, page 4) : " Nothing good enters into the human world, except in and through the free activities of men and women, and educational practice must be shaped to accord with that truth."

But the desired freedom of the individual has to encounter obstacles of more than one kind, and it is in a great measure with these that education has to deal. The obstacles are partly in himself, partly in the community. It is obvious at once that no one, as he is, is completely free. It is indeed the assumption of almost all educational theory and practice that every one has some degree of freedom to accept or reject the good, in whatever sphere ; to act or refuse to act in accordance with an ideal ; to use what education may give him well or ill. If the assumption were not true, a great deal of our conscious experience would have to be explained away ; and if it were not made, the whole of the practical life of men in communities would have to be reorganized from top to bottom.

Every one is greatly hampered by the effects of heredity, which, whatever the mechanism, seem to be mental as well as physical ; by the influence of body upon mind ; by the tendencies imparted by early environment and habituation, largely unconscious, yet so powerful as often to fill the well-wisher and the educator with a feeling not far from despair ; and by the results of his own actions. Yet it is probably a fair summary of what may be inferred from common experience, that each individual has at any moment a certain balance or reserve of freedom, *i.e.* of power to act in the way which he recognizes to be good—a balance or reserve which he can increase or diminish by every individual act, every exercise of will, so far as he *is* free. Therein lies (as all moralists have seen) the importance of each single action ; for it is in the determination of single actions that increased freedom must be won. By constant action in one direction, habits are formed which it is very difficult to break. Accordingly, one purpose at least of education is to set what seem to be the higher values before the immature mind in such forms as it can understand, and to encourage the habit of choosing them. About most of these higher values there is really very little doubt, and in such forms as kindness, unselfishness, truthfulness, fair play, thoroughness, neatness, and other elementary kinds of beauty, they are as accessible to young minds as to old.

Further, the importance of discipline depends upon the fact that without it—without a certain external compulsion at times—the immature personality may not discover that it *has* the freedom to choose something other (and, as it will afterwards recognize, something better) than that which immediately appeals to it. The youthful mind has, as Aristotle puts it, the power of rational deliberation and choice, but has it in an imperfectly developed form, and so the practice of it has to be artificially stimulated by some more mature personality which has authority. Discipline, correction, and guidance reveal the power of choice—of doing what you do not want to do ; and in time self-discipline follows and freedom increases in proportion —freedom, that is, to pursue and realize ends or values deliberately chosen, because they are recognized as good. The young mind has neither the information nor the training to decide everything for itself. But it *is* the object of education and of discipline that it may ultimately have these, and may do some things no longer because they are imposed by authority, but because they are recognized to be good, and other things, it may be, because the ideas suggested by authority have now been revised and modified by the growing reason.

Those who are responsible for the education of the young may supplement or counteract the influence of the home (which in this matter is inevitably the most important) in the presentation of values for choice, or, in other words, of standards of good and bad, fair and ugly. Many of these ways are familiar and obvious ; the most powerful, no doubt, are wise suggestion and example ; but it is clear that not only in the general life of the school as a society, but also in the choice of literature, in the study of characters both in literature and history, and in the presentation, in however simple a form, of the working in history of cause and effect, an immense opportunity is open to the teacher, though how far that opportunity is diminished at least in secondary

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schools (happily, much less in primary) by the cramping influence of examinations is a very grave question. Further, I am convinced that the tendency for many years to relegate the study of the Bible to a place of almost complete unimportance in the curriculum has been a fatal mistake, though here again it is the secondary rather than the primary schools that are most guilty.

For effective thinking two conditions are necessary: first, that the materials with which thought has to deal shall be as far as possible true, or, in other words, that truth about facts shall be accessible; secondly, that the mind itself shall have been trained to work accurately and honestly; and if freedom in political and private life is to be preserved those who educate others must put them in the way of obtaining truth about facts and of distinguishing truth from falsehood in what is presented to them and in their own reasoning. It would take a very brave man to deny the immensity of the obstacles. Even in a country as free as our own the temptations to accept opinion manufactured by others, not always for the best ends, are enormous. Until some means can be devised whereby full and accurate reports of important matters are placed within reach of all (perhaps by a free service of State), to expect a sane and dispassionate public opinion is to demand bricks without straw. In many ways the school may encourage independence and sincerity of thought, and afford some antidote to the malignant influence of a very large part of the popular Press. The foundations of habits of impartial and critical judgment *can* be laid at school, and if they are not laid there, the odds are heavily against their being laid anywhere else.

The teaching of history is an obvious instance of the opportunity which education affords for the formation of habits of careful judgment. As in all other matters, there must be an impartial presentation of facts and issues, and, if possible, opportunity of discussion of a kind suited to the age of the pupils. The task of the teacher is to encourage his pupils to think by the presentation of evidence or of opposite points of view; the desire of the politician is to prevent them from thinking, so that they may swallow his particular notions without question; and it is this which must be resisted at all costs.

In other ways, the dangers of dependent, unventuresome, and even servile mentality may be partly met by the school. Young people are much more likely to *think* for themselves, if, subject to the necessary framework of school discipline which is scarcely felt so long as it is wisely controlled, they *do things* for themselves. This is well understood in the older public schools, but I confess that in a great number of secondary schools—and secondary schools are of special importance, because from them should come the leaders of opinion in nearly all those smaller circles in which, much more than on platforms, public opinion is made as well as most of the future teachers of the mass of the people—I should like to see a good deal more room for independence and self-government. In schools in which the leaders are not chosen but imposed, this lesson is not learned; and there must be hundreds of such schools, in which prefects, captains, debaters, readers of papers are all appointed from above, and in which even the prefect is little but a keeper of order in passages, and the captain does merely what he is told.

As I have spoken of examinations, I had better say explicitly that I rank examinations, not in themselves, but as they are treated in most schools at the present time, among the worst enemies to education in freedom of thought and independence of judgment. Examinations can be, and should be, invaluable aids to education; but it is a condition of this that they should be only an incident in the work of the school, testing at convenient points the work of both teachers and pupils, and really, and not merely by profession, following and not directing the curriculum. Their usefulness is undoubted in training the young mind to do what it will continually have to do afterwards—*viz.* to bring whatever knowledge and resource it may have to bear on a particular point at a given moment, and in this both intellectual and moral qualities are involved. But where the whole work of the school is planned to cover or lead up to the syllabus of some particular examinations, there examinations are a very mischievous thing.

Examining bodies may do their best honestly and untiringly to consult the teachers in schools, and leave ample margin for generous methods of teaching and for work altogether outside the examination syllabus; and any one who knows anything about teachers will recognize that thousands of them would gladly train their pupils' minds, and not merely prepare them for examinations; but no one who has seen much, at any rate of secondary schools, and has heard on every speech-day the predominant emphasis on the results of examinations, and the proofs which every school confidently produces that its averages are above those of the whole country, can doubt that the attitude toward examinations which is forced upon schools is wholly wrong; and I have no doubt that herein lies the chief obstacle to an education which should produce men and women of alert and independent minds, proof against ready-made answers to any problem, adaptable and originative, and with the powers of vision and of criticism with which nature has endowed them unblurred and ready for use. The thing most essential is to distinguish examinations as an aid to education from examinations as a test of fitness for purposes external to the school. As it is, the attempt to combine the two aims has had a sufficiently long trial, and has proved a most unhappy failure. The external purpose has virtually eclipsed the internal. I should certainly not abolish examinations, even external examinations—which may be of great use to a school if they are based on the actual and freely arranged work of the school; but there should be no issue of certificates of any kind, nor any publication of results beyond the school itself. Scholarships and positions outside the school might be awarded for the most part upon special examinations involving no specially prepared work, and much more weight might be given to school records. I cannot develop these suggestions to-day, and I make them in the full assurance that they will never be put into practice.

There are other reforms which are urgently needed, if our present system of education is to be brought nearer to the fulfilment of such an end. The prolonging of the time of education is obviously one, provided that the education is of the type which liberates and trains the mind, and does not merely rivet its fetters more tightly. A great reduction in the size of classes in most subjects is another; not necessarily in all subjects, nor for all purposes; but such a reduction as will give the individual member of the class a chance, and will enable a teacher to encourage a pupil who has a line of his own to follow it up, and to see that every pupil is mentally active and not merely receptive.

It is evident that these suggestions postulate a great increase in expenditure upon education. Such expenditure is the premium by which the life of a people of free men and women must be assured, and whatever may be the incidental consequences of spending money upon this instead of upon other objects, I am convinced that it will be abundantly rewarded. We have reached a point in the history of Western civilization when the forces which make for the enslavement or the inertness of mind and spirit are active as they have not been for centuries. It is therefore incumbent upon us to test our educational institutions and methods at every point by their tendency to produce or to hinder freedom of mind, to cut out all that makes for the standardization of individualities or is hostile to ultimate independence of judgment, at the same time so setting before the young the higher values, which make for good life and good citizenship, that they may have the chance of freely making them their own. If we can do this, we may yet see the development of a type of humanity richer in freedom, self-discipline, courage, and vision than any which the world has yet known.

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Topics and Events

German Language Courses.—We have received from the Anglo-German Academic Bureau, 45 Russell Square, W.C. 1, particulars of courses in the German language and classes in German social and economic life. The courses begin on September 30 and continue till the end of December. They should meet the demand for intensive instruction by qualified German lecturers, and arrangements have been made for social and cultural intercourse of students at the offices of the Bureau.

* * *

King Edward's Hospital Fund for London.—The authorities of the Fund have arranged a series of free lectures to colleges and schools on a variety of subjects illustrating progress in medical service and in the hospital services. Particulars of these and of a topical film for hire may be obtained from the Secretary at G.P.O. Box 465A, 10 Old Jewry, E.C. 2.

* * *

The Claim of Antiquity.—Under this title, an excellent annotated list of books for those who do not read Greek or Latin but who wish to study the civilization of Greece and Rome has just reached its fourth edition (August, 1935). It is published by the Oxford University Press for the Councils of the Societies for the Promotion of Hellenic and Roman Studies. No student or teacher of the classics should fail to procure a copy.

Choice of Career Series.—Pamphlet No. 23 in this series (H.M. Stationery Office, 2d. net), deals with Retail Distribution. It outlines the methods of entry to the retail distributive trades and provides full information about wages, salaries, and prospects.

* * *

Association for Adult Religious Education.—Three series of twenty-five lectures each, on the literary, historical, and comparative study of the Bible, in the London University Extension Diploma Courses are announced. The courses begin at the end of September and particulars can be obtained from Miss Flack, 27 Coverdale Road, Barking, E.

* * *

The Horniman Museum Free Lectures.—An interesting series of free lectures has been arranged for Saturday afternoons (3.30 p.m.) at the Horniman Museum, Forest Hill, S.E. 23. Illustrated by lantern slides, the lectures deal with scientific and anthropological subjects.

* * *

The Speech Fellowship and Institute, of 56 Gordon Square, W.C. 1, announces a course of lectures on public speaking, voice production, and drama for schools, for the autumn and spring terms.

The Importance of a Wider Outlook in School Handwork

By S. J. Woolven, Handicraft Master, Brighton Grammar School

Handicraft is, of all the school subjects, the one least understood by other specialist teachers, parents, and even the headmasters. By this I mean that there is only a vague idea among these people as to the reason *why* handicraft is taught and what particular educational benefits may accrue from it. It therefore seemed to me wise to put at the beginning of this article a list of the usually accepted reasons for including handwork* in the school time-table. These are:

1. To give the necessary "awareness" of physical facts, such as comparative length, area, and volume, momentum, leverage, hardness, properties of angles and plane figures, &c.

2. To co-ordinate the motor activity of the hands, arms, eyes, &c., and to improve the mental control over this activity.

3. The purely biological reason that working with the hands improves the brain cells. The use of the right hand develops the left side of the brain and vice versa.

4. To provide a third avenue of approach to those children who are not greatly developed as auditives or visuals, for the inculcation of the ordinary primary knowledge. For this reason I consider correlation between handwork and the other subjects of great importance.

5. To give an opportunity for creative self-expression.

6. The boy can be best placed *en rapport* with the modern atmosphere of the age through correct handicraft teaching. This is a duty of the educational system which has been more seriously treated in America than in this country. I quote Mr. Leon Winslow, of the New York State Department of Education, who says, "It is most important that pupils in the schools become acquainted with the industries by which man lives. This will help them to a better understanding of life outside the school and of most of the subjects considered in school. . . . Industrial intelligence is made up largely of a knowledge of processes and products. This is most easily attained through actually experiencing the difficulties involved in the handling and transforming of materials."

From my own observations, and from discussions I have had with other handicraft masters, I have come to the conclusion that the viewpoint from which the subject is to be taught must vary to a certain extent with the age of the boy (and, of course, with the type of school). Thus, up to the age of 13 the first four of the tabulated reasons are of preponderant importance. After that age reasons 1, 2, and 3 do not carry much weight. On the other hand, the remaining three will gain in importance.

Handwork courses have been planned during recent years with the main crafts of the country as a basis. I consider that to make the main *industries* the basis is far more satisfactory for a modern scheme. After all, there are few crafts left nowadays, and those that are, are vanishing gradually. This is nothing to grieve at, if the spirit of good craftsmanship is kept. An industry is a far grander thing than a craft, far more wonderful in its complexity, and the man who can do good work with an electric bandsaw is as good a craftsman as the man who uses a hand bowsaw for the same work. Let us, therefore, base our course on industry rather than on craft. The gymnastic and mental value of our teaching will not lose in value and the child will gain in the direction of social knowledge.

The essentials of a scheme of handwork are not numerous nor complex. A progression of increasingly difficult skill exercises is needed, welded to a similar progression of thought problems. Beside the essentials, there are included, like threads in a skein of silk, a number of less radical progressions. There is the art one, for example. We can gradually unfold to the child during the course the principles of good taste in such things as proportion, shape, choice of materials and their treatment, finish, and decoration. The workshop can collaborate with the art room to teach the technique and application of repeat border patterns, the "motif" in "all-over" decoration, harmony and contrast in the use of colour and other similar things. There will be an added value if the scheme is based on industry. I suppose it is a legacy from the Victorian night, but to a large number of people, art is still divorced from industry. We can show that this is not true now, and must never be true again. The jibe at the "mass-produced" in general is not justified to-day.

We come now to the question of the actual work to be accomplished by the children. To a certain extent this will be governed by the equipment available. Usually there is adequate provision for woodworking and in many cases for metal-working as well. It is, however, not at all to be

* The terms 'Handwork' and 'Handicraft' are used synonymously in this article.

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desired that wood and metal should be the only media handled. Glass, bakelite, cork, cane and rushes, cement and concrete, clay, leather, cloth, cardboard and paper, are only some of the other materials which should have a place. It is obviously impossible to have elaborate means of dealing with all of these substances. The right method seems to me to be to make wood and metal the main media, and use the others as secondary adjuncts to those by suitable choice of objects to be made. As an example of what I mean, the following are objects which my boys have made at various times :

Object	*Media (other than wood and metal)*
A Tangent Galvanometer.	Glass. Sealing Wax.
A Voltmeter.	Glass. Bakelite.
A Bathroom Stool.	Cork.
Footstools.	Cane and Rushes.
Book Ends.	Cement.
Ash Trays.	Clay (pressed into wooden moulds).
A Pair of Bellows.	Leather.
A Needlework Box.	Cloth. Cotton wool (for padding).

No great expense is called for to provide extra equipment when the use of media other than wood and metal is dealt with in any way.

In my own school I run woodwork and metalwork collaterally in the senior school. In every year of the course, which extends over four years, some work is done in both materials. This method is preferable to that which used to obtain, in which the boy did alternate years of woodwork and metalwork, because there is no sharp break, and the boy does not lose his familiarity with the tools he has been previously using. It also has the merit of variety. This word " variety " is one that should be always before handicraft masters. Not only the media but the models made must be as varied as possible. I know of nothing which can so easily dissipate the fine virginal enthusiasm of the boy new to the school workshop, as a series of formal skill exercises. Recently a retrograde movement in this particular has been apparent. I have seen it advocated that for the first year's work in wood the boy should be given nothing but the essential methods of construction —" joints " alone. The argument is that having got through these, he will be able to make, in the following years, articles which are " really worth while." This is a particularly flagrant example of the emphasis being transferred from the point at issue, the education of the child, to the incidental, the model produced, and needs no comment other than that. These constructional methods are very necessary, but they can be very well interspersed between work of a more creative and self-expressive nature.

In practice the variety and interest of a course of handwork depends very largely upon the organizing ability of the master in charge. I find it very useful to collect drawings and sketches from the technical periodicals and other sources and to have them at hand in portfolios, &c. I invite the boys to bring suggestions of their own regarding the models to be made. Sometimes we accept the idea *in toto*, but usually the class will suggest modifications and improvements, or simplifications in construction. We will tolerate no archaic ideas, and the boy who suggested a wooden candlestick was promptly " sat upon " until he regained grace by saying that it could do equally well as an electric table-lamp. In the first two years it is impossible usually to allow each boy to make a different model because he has not the necessary degree of skill, but occasionally one is able to give the boys a choice of two or perhaps three objects. During the third or fourth years a good deal more individual work is possible. In these years it is very worth while to study the interests of the boys and to arrange that they make objects to foster these interests. This is one of the happiest parts of handicraft teaching.

I have said that I think correlation between handwork and the other school subjects is very important. The whole question needs to be considered very carefully, because it is very easy for abuse to creep in. I have known at least one school where the scheme of work of the handicraft specialist was a mosaic of parts of the schemes of his academic colleagues. It seems to me that the initiative must lie with the handicraft master, and that he alone should be the arbiter of the degree of correlation. Handwork must be considered as a subject and not as a method. The subjects which lend themselves most to correlation are history, geography, and science. The correlation should be reciprocal. In my own case I arrange the course so that one model per term is definitely correlative to another subject. Thus boys may make some simple science apparatus (*e.g.*, photometers, metre-bridges, potentiometers, &c.), or make models illustrative of facts in geography (*e.g.*, apparatus for demonstrating the rotation of the earth round the sun, eclipse boxes, contour maps, &c.), or history (*e.g.*, model villages, castles, churches, boats, &c.). The art room and the handicraft room work closely together in the matter of design. For example, we have this term been making weather-vanes in mild steel from designs provided by the art room, and the art room in turn decorates some of the woodwork models. It is, of course, best that the boy should design the object and make it, but I have found that this is not always possible. The boy who is good at art is often not interested in the practical application of it, while the patient and painstaking craftsman is often incapable of producing a good design, although he can appreciate one. In such cases as these the designs of the one can be executed by the other. This is perfectly sound, and is nearly always the case in the world outside the school.

The actual subject-matter to be taught in a course varies enormously in different schools. There is an urgent need for a union of ideas in this respect, because not only would a " standard " course be useful in the case of young handicraft masters, but the deplorable work being carried out by unqualified men would receive its true assessment. These men are the reproach of the profession. Beyond a certain mechanical skill in woodwork or metal work they have nothing to suit them to teach at all. Their cultural and aesthetic qualities are often very low, while their knowledge of the *raison d'être* of their subject is frequently nil. What are the qualifications of a good handicraft specialist ? He must first know why he is teaching his subject. He must have a reasonably high standard of personal manual skill in at least two types of work, and in addition possess the professional skill of the teacher. He must have a keen aesthetic taste. He must be capable of acting as the chief medium between the school life and the outside-world life, especially the industrial. And he must feel the joy in what can be undoubtedly the most joyous of school subjects. Perhaps if good handwork masters were paid on the graduate scale more men of the right calibre would be attracted. Also the facilities for training handwork specialists, which are now woefully inadequate, must be widened both in number and scope.

An extension in the amount of handwork taught in secondary schools is to be desired for at least two reasons. The first is that very little provision is made at present for the " non-academic " boy. We all know the boy who drifts to what we, in our ignorance, call the " dud " form, and then at 16 drifts out of school altogether. Perhaps we compromise with conscience by doubling the handwork time, giving three hours instead of the usual hour and a half. The remaining twenty-odd hours a week are remarkably sterile in their results. One could make a good case for basing the whole education of these boys on practical considerations only. Certainly an extension in their time-table of practical work is required.

An analysis of the careers adopted by boys leaving secondary schools will show how many enter non-productive employments (in the industrial sense). The

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banks, the professions, and commerce claim our finest brains. Production rests very often with the second-grade men. There is a great need for a higher type of mentality in our industries which the schools are not supplying. I am not putting forward a case for vocational training in our secondary school. What I am asking is that we should attempt to give to some of our boys at least, a chance to develop those practical, creative, common-sense qualities many of them possess, with a view to using them in their future work. Let us not remain content with the idea that these qualities must in most cases find an outlet only in spare-time activities.

Correspondence

THE PROGRESS OF BIOLOGY IN SCHOOLS

The progress of biology as a school subject has been undeniably slow; at the beginning of the present year Mr. F. B. Stead, late Chief Inspector of Secondary Schools to the Board of Education, said that "it was going rather too far to say that biology was firmly established in the secondary schools of the country generally." An inquiry made within the past twelve months showed that in a random selection of 132 secondary schools the extent of truly biological teaching, as opposed to the teaching of botany or zoology alone, was 23 per cent doing biology throughout the school, 36 per cent doing the subject in the upper school only, and 8 per cent in the lower school only. In primary schools the position is probably rather better, as there is every chance for biology to be included in a general science course, and teachers during the past few years have been aware of the value of taking a biological course at the training colleges where it is available, so that they are able and willing to forward its claims.

Why has progress been so slow? It appears to the writer that there are two main causes at the root of this slow progress. The first is the reluctance of schools to start a new subject in the face of established custom, and the second is that there is no room in the time-table. The first cause is one which will vanish in the course of time, for biology has already gained a small but firm footing, and this, coupled with widespread belief in the fundamental value of the subject, ensures a cumulative effect. The second cause is a more difficult one; time-tables are strangely inelastic in the hands of some, but in the hands of others can be miraculously stretched. In the secondary schools, bound down by examinations, the difficulty is a very real one, since the great majority of examining boards will not at present admit general science including biology as a subject for the General School examination. There would be no difficulty in fitting biology into a General Science course in which the standard in chemistry and physics demanded by the examiners is a lower one. But under the conditions prevailing, the introduction of biology as a cultural subject is extremely difficult, especially in the two years previous to sitting for the General School examination, during which all extraneous subjects such as art, practical work, and music are dropped entirely in many schools. The only satisfactory remedy lies with the examining boards, and there are signs that they are showing greater favour towards the acceptance of general science as a subject.

A difficulty which confronts a secondary school that decides to include biology in its curriculum is said to be the finding of suitable teachers. This is perennially stated and as regularly denied, but it is noticeable that it is responsible bodies which state that there is a shortage of suitable teachers, while individuals deny the shortage. During the three years 1932–34 the shortage was emphasized in turn by the Committee of the Economic Advisory Council on the Education and Supply of Biologists, by a committee of the British Association appointed to investigate the teaching of general science in schools with special reference to biology, and by the Association of British Zoologists. Teachers there are, without question, but not enough suitable ones. It is generally agreed that a suitable teacher is one who can teach his subject not so much as a specialist, but in relation to the other sciences, and with a cultural as well as a utilitarian outlook. University conditions have not helped to turn out the right kind of teacher, as they have tended to produce specialists, and they must be held to be the cause of the shortage.

Remaining causes of slow progress are the objections and doubts which are raised about the psychological effects of teaching biology to young and adolescent children. For example, at what age physiological facts about gestation and parturition should be introduced, the effect of discussing matters in school which in some children's homes may be taboo, whether the details of sex in higher animals shall or shall not be taught and whether dissection has an adverse moral effect or not. Enthusiastic teachers have no doubts on these counts, and their views have been given wide currency; was it not reported at one of the January education conferences this year that girls of a certain school liked nothing better than the dissection of cods' heads? These are questions which can only be decided by experience, helped by the dicta of psychologists who investigate them and by the freely expressed opinions of headmasters, headmistresses, and parents.

In conclusion, it may be said that progress has so far been slow, but the rate of progress is likely to increase rapidly, as there is to-day a much greater awareness that action must be taken by the universities and examining boards in order to encourage the teaching of biology in both primary and secondary schools. Is it, however, likely that biology will obtain an equal footing with physics and chemistry any sooner than those subjects obtained equality with the humanities when they challenged for a place in the schools' work fifty years ago?

C. R. E. Gillett.

20 St. James's Square,
Holland Park, W. 11.

TALKING BOOKS FOR THE BLIND

The happy thought of having gramophone records of books made for the blind is now in progress. The choice has not been an easy one. The Gospel of St. John is to be paid for by the British and Foreign Bible Society. Shakespeare is to be represented by his most famous speeches and other poems will be placed on the other side of the disc. The *Pilgrim's Progress*, Boswell's *Johnson*, parts of Macaulay's *History*, Thackeray's *Esmond*, Dickens's *Cricket on the Hearth*, *Cranford*, *Kim*, Conrad's *Typhoon*, Wells's *Time Machine*, Buchan's *Thirty-Nine Steps*, Hope's *Prisoner of Zenda* are all evident choices. There is nothing to be said against Munthe's *Story of San Michele*, which will have to be rigorously cut down, or Raleigh's *Shakespeare*. But surely the selectors could have done better than Maurois' *Disraeli*, Churchill's *World Crisis*, Morton's *In the Steps of the Master*, Priestley's *English Journey*, Ian Hay's *First Hundred Thousand*, Orczy's *Scarlet Pimpernel*, Gielgud's *Death at Broadcasting House*, Christie's *Murder of Roger Ackroyd*, and Gore's *Death in the Churchyard*. The first title that will occur to all is the immortal *Sherlock Holmes*, and then if more detective fiction is needed, why not choose such outstanding masterpieces as *Trent's Last Case*, by E. C. Bentley, or *The House of the Arrow*, by A. E. W. Mason, or *The Red Thumb Mark*, by Freeman? And why no humour? *The Diary of a Nobody*, *Three Men in a Boat*, and *The Man from Blankley's* suggest themselves at once. And in biography Strachey's *Queen Victoria*. Lastly, F. J. Fargus's *Called Back*, whose plot depends on the misadventure of a blind man.

de V. Payen-Payne.

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Personal Paragraphs

SIR JOSIAH STAMP has been elected President of the British Association for the Advancement of Science, and he will succeed in that capacity Prof. Watts, who presided over the Norwich meetings of the British Association. The details of Sir Josiah's career are too well known to need recapitulation here, but it may be recalled that he took his first degree at London University in 1911, becoming Cobden prizeman in the following year.

* * *

MISS G. A. RICHARDS, senior mathematics mistress at Grey Coat Hospital, Westminster, has been appointed Headmistress of the School. Miss Richards, who was educated at Streatham and graduated at London University, previously taught at Oswestry and Erith. She was president of the Assistant Mistresses' Association in 1934.

* * *

MR. T. O. BALK succeeds Mr. Jenkyn Thomas this term in the headship of the Grocers' Company Schools, Hackney Downs. Mr. Balk was educated at Oxford High School and Wadham, where he graduated with honours in history. He has been Headmaster of the Andover Grammar School and the Henry Mellish School, Nottingham, and this year was chosen to take charge of the Board of Education course at Oxford for secondary school librarians.

* * *

MR. W. P. DICKINSON, of Liverpool College, has been appointed Headmaster of the Ormskirk Grammar School. Mr. Dickinson is a science graduate of C.C.C., Oxford, and before going to Liverpool he was a master at Watford Grammar School.

* * *

MR. G. F. HOUSTON, of Brockley County School, has been appointed Headmaster of Henry Mellish School in succession to Mr. T. O. Balk. He was educated at Chesterfield and at Magdalen College, Oxford, where he graduated with honours in mathematics. He had previous teaching experience at West Kirby and Bromley.

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MR. R. C. KNOWLES, science master at Windermere Grammar School, has been appointed Headmaster vice Mr. Abraham, who has been appointed H.M. Inspector. Mr. Knowles took a history degree at Leeds and went to Windermere in 1921.

MR. C. F. JONES, of Tollington School, Muswell Hill, has been appointed Headmaster of Sutton Secondary School, Plymouth. Mr. Jones was educated at Ilford and King's College, London, and formerly taught at Runcorn.

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MR. P. B. LISLE, of Hurstpierpoint, has been appointed Headmaster of Kingsbridge Grammar School. Mr. Lisle graduated at Jesus College, Oxford, with honours in mathematics, and taught later at Worcester.

* * *

MR. E. C. LINTON, second master at Newport High School for Boys, has been appointed Headmaster in succession to Mr. D. J. Lloyd, who is leaving for Grove Park School, Wrexham. Mr. Linton is a graduate of London University, and is a representative of secondary teachers on the Burnham Committee and the Central Welsh Board.

* * *

MR. G. R. RUMSEY, of Hendon County School, is the new Headmaster of Fletton Secondary School, Hunts. Mr. Rumsey, who is a London science graduate, previously taught at his old school, Parmiters, before going to Hendon.

* * *

WE regret to record the death, on September 17, of Dr. Peter Giles, Master of Emmanuel College, Cambridge. Dr. Giles, who was 74, was born in Aberdeenshire, and had graduated at the University of Aberdeen before he took a first in Classical Tripos in 1885. Appointed reader in comparative philology in 1891, he became Master of Emmanuel in 1911. He was a very successful Vice-Chancellor from 1919–21, and had always taken a conspicuous part in the affairs of his college and of the University.

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MR. IAN MALCOLM BOWEN STUART, Headmaster of Beaminster Grammar School, Dorset, since 1933, has been elected Headmaster of Portora Royal School, Enniskillen. Mr. Stuart is an old Irish Rugby football international, and represented Dublin University at Rugby football, running, and tennis. He is the author of textbooks on Rugby football. Mr. Stuart was educated at Malvern College and Trinity College, Dublin. From 1925 until 1927 he was assistant master at St. Paul's School, and from 1927 until 1931 an assistant master at Harrow.

ONLOOKER.

The School Librarian

BY A PRESENT LIBRARIAN

MANY will have read with interest the article by "A Former Librarian" which appeared in the August *Journal*. The present paper is written not by any means as a reply to that, but rather with the object of stressing some of the points there made, and in the hope of supplementing it. It is certainly true that school libraries are to-day receiving more attention than ever in the past, and that well-equipped and well-organized libraries are likely to play a much more prominent part in the education of future generations. It is more and more coming to be recognized that our secondary schools are meant to serve some other purpose than merely to prepare pupils for the First School Certificate. The standard of education in England, as measured by success in these external examinations, is rising, and yet complaints are often made that our secondary schools do not fit boys and girls for life as they might do, that the school curriculum is too narrow and academic to prepare boys and girls to take their places in the world of to-day.

General knowledge and culture, the art of living, good citizenship, and such aims of education do not readily lend themselves to any system of competitive external examination. An education that does not include these aims is hopelessly one-sided. Education for leisure is just as important as education for a career. The school library can play an important part in broadening the basis of our modern education. Local education authorities and governing bodies have too often in the past been short-sighted or have failed entirely to see the potential value of the school library. Even to-day there are still to be found members of local education committees who think that the provision of a municipal library removes any need for maintaining libraries in the schools.

A year ago the I.A.A.M. set up a small committee that has collected a good deal of interesting information about the organization and management of secondary school libraries. The results of these inquiries will shortly be published as an Association pamphlet. There is still ample evidence of the inadequacy of library accommodation in some schools. So-called school libraries are still housed in

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corridors, in the main school hall, or scattered in various class-rooms; but I do not think that conditions are quite as bad as is suggested in " A Former Librarian's " estimate that only about one school in ten possesses a separate room set apart for a library. It is only too true that the school library is far too often appropriated for other uses—for examinations, for governors' meetings, as a waiting room for visitors, for interviews of various kinds—and all these uses seriously interfere with its proper functions.

About the library itself, the accommodation set apart for this purpose, there are two observations that I should like to stress. In the previous article attention was rightly directed to the need for providing also a small combined storeroom and workshop, for the purposes of cataloguing and indexing, repairs and other minor tasks that are part of the routine of library management. There is much to be said for the further claim that the library itself should consist of two main rooms, in addition to the workshop. One of these rooms, the smaller one, should house the reference section of the library, and should be so fitted up that members of the advanced courses (and perhaps other suitable students) could work there in peace, both during school hours and out of school hours. The larger room should house the bulk of the lending library, papers and periodicals, and should be used for the issue of books, both during school hours and out of school hours.

It is very difficult to make provision, in a single room, however spacious, for both these perfectly legitimate functions of the school library. A certain amount of amusement was caused when the once famous Circular (1428) on *Secondary School Staffing* advocated the extended use of private study periods (as a means of economy) and suggested that two forms might be taken together, in the school library, for such private study periods. Unfortunately the majority of our schools do not yet possess a library room spacious enough to accommodate two forms at once. There is, however, this justification for the suggestion. There is a real need for an extended use of private study periods among the senior students. At present such private study periods are, too often, perforce taken in other class-rooms. The unfortunate private study victim occupies a vacant desk in a full class-room where other work is being done all the time. Private study under these conditions is seriously handicapped. Private study periods are needed, but to be of any value to the student they must be spent under reasonable conditions; the obvious place is in a properly equipped library. And it should be recognized that the supervision of private study periods is as exacting as actual teaching. It is a farce to advocate them as a means of economy in staffing.

My second observation on the library itself is a plea for variety, both in construction and in equipment. The library will fail of its purpose unless it creates an atmosphere different from that of the class-room or of any other part of the school.

Freedom, individuality, initiative—these are the ideas that the library should inevitably impress on all those who use it. There is a danger perhaps that the school libraries of the future will become stereotyped or standardized in construction, and equipment. Some of our more progressive local education authorities have already standardized plans for school libraries. And yet the library should be the last home of individuality and of freedom in the school. The most complete exhibition of education in England and Wales was organized recently, in connexion with the International Education Conferences at Oxford, in August. Among the exhibits was a portfolio of plans and photographic illustrations of many of the best of our public and secondary school libraries. Some of these buildings were open to criticism in various ways, but what struck me most was the great variety and originality in construction, and the thought that the very soul of the school sometimes resides in the school library rather than in the chapel or on the playing fields.

After accommodation comes maintenance. Most librarians to-day, in aided and maintained secondary schools, receive some annual allowance for the provision of new books and other library expenses. These annual grants are often very small; they are sometimes paid indirectly or are mixed up with grants available for other uses, in such a way that the library does not get a fair deal. Many local education authorities have already adopted a scale for annual library grants, but even here the amounts and the methods vary widely. Probably the most satisfactory system of grant is based on a combination of a block grant and a *per capita* grant. Certain library expenses do not depend at all on the size of the school. Hence there is a strong case for a small fixed annual grant, irrespective of the size of the school. This should be supplemented by a further annual sum calculated on the basis of so much per head. This *per capita* grant should be increased for post School Certificate students.

But however satisfactory the accommodation, and however generous the grant, the school library will not be successful unless it secures the services of a competent and enthusiastic librarian, and it is in considering this that the previous writer makes suggestions that deserve careful thought. His plea that the librarian should receive a special allocation of " non-teaching " periods is so obviously just that it is bound to gain more general recognition. Schoolmasters as a class are so accustomed to sacrificing their so-named " free " periods to school business of one kind or another that probably the majority of librarians have never even thought of claiming a special allocation. But if the library is to have proper oversight and to be subjected to regular stock-taking, such an allocation is essential.

In discussing duties a " Former Librarian " assumes that the issue of books has to be done out of school hours. No doubt this is the general practice, but some school librarians have recently been experimenting with a system that provides for the issue of books during school hours. This system of library periods during school hours will be described in detail in the I.A.A.M. pamphlet. It depends for its success on suitable library accommodation and equipment. My own practice is to have all middle school forms in the library once a week, to exchange their books and to look round. This occupies some twenty minutes, *i.e.* half of an ordinary teaching period, and applies to ten forms that make up the middle school. One advantage is that this has made it possible, in a big day school of 600 boys, to throw the library open for the issue of books out of school hours to all boys in the upper school on four days a week. Previously it was not possible to allow boys to exchange books more often than once a week, four or five forms being admitted each day out of school hours. This experiment has been very popular, and has resulted in a great increase in the number of books issued.

I am in agreement with the opinions that the previous writer expresses on the question of a librarian's qualifications. It is not possible, or desirable, to have a full-time librarian on the staff of our secondary schools. On the other hand, some knowlege of library routine and management is necessary, even for the enthusiastic school librarian. Among the suggestions made was one that the Board of Education might set up a vacation course in the subject. Actually this has been done. The first Board of Education Vacation Course for School Librarians was held at Oxford in August. It lasted for a week and was attended by some forty librarians, men and women. Contrary to the usual practice it was not run by the Board's Inspectors, although a number of H.M. Inspectors put in an appearance, and the Board took a great deal of interest in this experiment. The course was a great success and is likely to be repeated next summer. The opinion generally expressed by those who attended was that a single week was too short a time. There is no doubt that the Board of Education is interested, and school librarians may look for the assistance of H.M. Inspectors in their efforts to make the library play a larger part in the school life of the future.

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Prize Competitions

The winner of the September Competition is " Katty Ann," *proxime accessit*, " Brive."

The winner of the July Competition was Mrs. Mary B. Caithness, Hildathorpe College, Whitby, Yorks.

Will " Baires," the winner of the August Competition, kindly send name and address.

We classify the thirty-seven versions received as follows :

Class I.—Katty Ann, Brive, Als ob, J. E. M., Superannuated, Ex or, Bavieca, Woodlea, Zlata Husa, Winton, R. E., Double E., H. S. W., Martin, Famulus, Atossa, Trina, Yendu, Magister.

Class II.—Cadwal, Nomasi, Autochton, Brightonian, Old Trident, Château d'If, Sinister, D. S. S., Dexter, E. M. C., Itzehoe, Dopolavoro, R. A. D.

Class III.—Cormac, Eleanor, E. H. S., Leda, Onyx.

PASSAGE FROM " MOHAMMED " BY KLABUND. (BERLIN : PAUL FRANKE VERLAG.)

Leicht, und nur aus Zärtlichkeit auf Maria gestützt, ging er in den glitzernden Abend.

" Erzähle mir, Mohammed," sprach Maria, " was sich ereignete, seit du uns im Ramadhan verlassen. Sofern es dich nicht schmerzt. Wenn es die Erinnerung belastet : wirf es von dir und auf mich. Ich will alle deine Lasten gern und heiter bis ans Ende aller Zeiten tragen. Peinigen dich aber meine Worte wie Mücken oder stechen sie wie giftige Kakteen : so lass uns schweigen und wie dunkle Palmen schweigsam im blauen Himmel stehn."

Mohammed haschte nach einem fliegenden Käfer.

" Jahrhunderte, so schien es mir, raste ich einsam durch die Welt. Der einzige Mensch. Kein Bruder und keine Schwester, keine Gattin und keine Geliebte waren mir zugetan. Ich nährte mich von den Früchten der Wildnis und stillte meinen Durst an den springenden Bächen. Einst hatte ich Hunger nach Fleisch. Ich schnitzte mir einen Bogen und eine Lanze und jagte einer Hindin nach. Ich richtete den Bogen, der Pfeil schwirrte von der Sehne—ich fiel in mich zusammen. Blut rann aus meiner Brust. Der Pfeil hatte mich selbst durchbohrt. Niemals mehr stellte ich einem Tiere nach. Gazelle und Löwe folgten freundlich meinen Schritten. Taube und Geier begrüssten mich schnäbelnd aus den Lüften. Bart und Haar sprossen lang aus Haupt und Brust und Beinen. Wild ward ich und alt und hatte keine Gedanken, kein Wissen und keine Vernunft. Da kam ich an den Berg Hira und erstieg ihn stöhnend. Und als ich den Gipfel erklommen hatte—ich stieg aber Monate und Jahre—, fiel ich in einen tiefen Schlaf. Dem enttauchte wie aus dunklen Fluten ein schöner Jüngling. Er hielt ein beschriebenes seidenes Tuch vor sein Gesicht. Nicht sah ich sein Gesicht, nur seine elfenbeinerne Gestalt. Und der Jüngling sprach : ' Lies ! ' Ich aber lallte unwirsch kaum verständliche Laute—ich hatte in den Jahren und Jahrhunderten der Einsamkeit die Sprache vergessen und verloren."

TRANSLATED BY " KATTY ANN "

Treading lightly, and only out of affection leaning upon Maria, he went forth into the shining evening.

" Mohammed," said Maria, " tell me all that has happened to you since you left us in the month of Ramadan. That is, if it will not pain you. If the remembrance is burdening you : then cast it off and lay it upon me. I will gladly and cheerfully bear all your burdens till the end of time. But if these words I say torment you like gnats, or prick you like poisonous cactuses : then let us not speak at all ; let us stand in silence, like dark palm-trees, beneath the blue sky."

Mohammed snatched after a beetle that flew past.

" For centuries, as it seemed to me, I raged through the world alone. The only human soul. I was denied the devotion of brother, sister, wife, sweetheart. I fed upon the fruits of the wilderness, and quenched my thirst at the gushing brooks. Once I felt hungry for flesh-meat. I whittled myself a bow and a spear and stalked a doe. I stretched my bow and the arrow whizzed from the bow-string—I fell down in a heap. Blood was flowing from my breast. I myself was pierced by my own arrow. Never again did I hunt after any animal. Gazelles and lions followed my footsteps as friends. Doves and hawks snapped their beaks at me in greeting from the air. My beard grew long, as did the hair on my head and chest and legs. I became wild ; I became old ; I had no thoughts, no knowledge, no understanding. Thus I came to Mount Hira and ascended it groaning. And when I had scaled its summit—but it took me months and years of climbing—I fell into a deep sleep. Out of which sleep, as out of dark waters, there arose a beautiful youth. He held before his face a silken cloth on which there was writing. His face I did not see, only his form, white as ivory. And the youth said : ' Read ! ' But I only babbled haltingly, uttering scarcely intelligible sounds. In the years and centuries of solitude I had forgotten and lost the power of speech."

Out of several good versions, not one perfect, " Katty Ann " carried the day because of the slightness of her blemishes, which were : *I fell down in a heap* for *ich fiel in mich zusammen*, our preference being for the rendering *I collapsed ; snapped their beaks at me* for *begrüssten mich schnäbelnd ;* and *haltingly* for *unwirsch*. We liked " Trina's" *cooed to me from the air* and " Brive's " *called softly*, but we do not think *caressed me with their beaks* (" Superannuated ") is quite possible when followed by *from the air*, and " Zlata Husa's " *pecks from the breezes* is too difficult to visualize. But we liked " Zlata Husa's " English prose, and especially *I became a savage and grew old* for *wild ward ich und alt*, a rendering in which " Double E " and " Cadwal " join him.

" Brive " headed the list of competitors who do not know the meaning of *waren mir zugetan*, and translated it *was given me as a companion*. " Als ob " follows " Brive," and adds the curious and quite unnecessary blemish *I levelled my bow*. Several other competitors *aimed* the bow instead of the arrow—" J. E. M.," " Ex or," and others.

" J. E. M." led the way in misreading the first sentence, thus : *Lightly, and only for tenderness, leaning on Maria*. But the sentence could have been written *Leicht ging er in den glitzernden Abend*, which would have avoided ambiguity. " J. E. M." also thought *in den glitzernden Abend* meant *into the West ;* in this she was followed, though some way behind, by " Atossa."

We admired " Superannuated's " *he went forth into the starry evening*, and several other versions of the same idea.

One of the best translations of *unwirsch* was " Winton's " *But I stammered morosely*. " Eleanor " also chose this rendering in her uneven translation, but she unfortunately omitted the whole sentence *Nicht sah ich sein Gesicht, nur seine elfenbeinerne Gestalt*, an omission of which " Cadwal " also was guilty, and to which he owes his low position.

" Winton " misunderstood *Dem enttauchte wie aus dunklen Fluten ein schöner Jüngling* and says : *From this, as out of dark waves, I was rescued by a beautiful youth*. " Cormac " quite frankly could make nothing of this, and so read *dann* for *dem* and floated easily into another meaning. But *dem* refers to *Schlaf* ; the sense is clearly and correctly given by our prize-winner.

" R. E." began so well and then grew careless—*I remained entirely alone in the world* conveys no hint of *rasen*, and she also read *dann* for *dem*.

" Double E's " *I raced lonely* is a translation of *rannte* not *raste*. And his English went astray in *since thou left us in Ramadhan*.

" Trina " loses the point of *der einzige Mensch*, which means *the only human being*, and implies *in existence*. " Trina " merely says *one man alone*, forgetting that a man can feel alone even in a crowd. " Yendu " has it *the only mortal*. But creatures other than human are also mortal and the passage goes on to mention such—doe, gazelle, lion, dove, and hawk. " Yendu " also sends him *careering* through the world, and his *Kakteen* become *thistles*.

As usual, " H. S. W.'s " prose is exemplary, but there are many small slips in the translation, which he will see by comparing his with the prize version.

" Woodlea " and " Magister " mistook Ramadhan for a place and said *since you left us at Ramadhan*. But a footnote explains that " Magister's " version was done far from home, dictionary, and coupon, which reveals him as a sound German scholar.

(*Continued on page 656*)

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We think the majority of our readers recognized Ramadhan, though *in Ramadhan* is slightly ambiguous. We commend "Atossa" and "Cadwal" for the rendering *during Ramadhan*, "Ex or" and "R. A. D." for *in the month Ramadhan*, "Winton" for *in Ramazan*, "Dexter" for *the time of Ramadhan*, and "Onyx" for *the Great Fast*. "Als ob" outstripped everybody and wrote *in March*.

"Famulus" is exhorted to be careful of his English. He says: *The gazelle and the lion followed after me and were glad of me.* But to be glad of some one or something is an idiom of quite different meaning from *freundlich*.

"E. M. C." tried to be more explicit than the original and rendered *Brust* as *lungs*.

"Sinister" and "D. S. S." were over-confident, and connected *Elfenbein* with elves—elfin-limbed ("Sinister"), and *fairy form* ("D. S. S."). No matter how certain you are, it is always well to verify unusual words in the dictionary.

We gladly made the addition requested by "Itzehoe," but her position still remains too low. With her knowledge of German she should not be satisfied with *so let us keep silence*, nor *Mohammed put forth his hand against a moth*, nor *did I wander alone*, nor *as from out dark waters did I then see a beautiful youth*.

We were cheered by several kind letters and messages. "Katty Ann" begins "to suspect that a Prize Editor's lot is not a happy one," and therefore wishes us a grand holiday. Well, our lot is patchy, and when we are disheartened by the disapproval of one competitor, we are generally restored to good courage by the kind words of another.

"D. S. S." does not need the evidence of Mr. Rice to convince us of his right to compete. His own assurance that he had a coupon is enough for us.

We agree with "Hibernia" about the unsatisfactoriness of modern French poetry, and this time we set a poem by an earlier Aubert. But no matter what period we take, there seems to be an absence of lyricism. French poets appear to be obsessed with the desire to be witty above all, and if possible, epigrammatic. The absence of accented syllables in French presents a handicap to lyricism, and yet Alfred de Musset succeeded in writing songs as lyrical as anything Heine wrote in German or Burns in the Doric of the Lowlands. We hope "Hibernia" will attempt the verse competition again, and see what she makes of "Le Livre de la Raison."

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LE LIVRE DE LA RAISON

Lorsque le ciel, prodigue en ses présents,
combla de biens tant d'êtres différents,
ouvrages merveilleux de son pouvoir suprême,
de Jupiter l'homme reçut, dit-on,
un livre écrit par Minerve elle-même,
ayant pour titre la raison.
Ce livre ouvert aux yeux de tous les âges
les devoit tous conduire à la vertu.
Mais d'aucun d'eux il ne fut entendu,
quoiqu'il contint les leçons les plus sages.
L'enfance y vit des mots et rien de plus ;
la jeunesse beaucoup d'abus ;
l'âge suivant, des regrets superflus ;
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(*Continued on page* 660)

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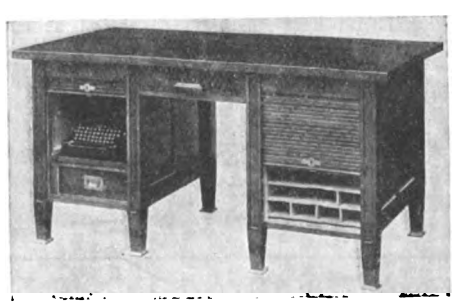

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All entries for this month's competition, which must be accompanied by the coupon printed on page 683, *must reach the office by the first post on November* 1, 1935, *addressed* "PRIZE EDITOR," The Journal of Education, *Three Ludgate Broadway, London, E.C.* 4.

Prize Essay Competition

ENGLISH COMPOSITION

The Editors offer the following prizes for the best essays written in English by boys or girls attending secondary schools in Great Britain or Ireland. For Senior Candidates, 14 years of age and over, two prizes, a first and a second, in books to be chosen by the successful competitors to the value of £1 1s. and 15s. respectively: for Junior Candidates, under 14 years of age, two prizes, a first and a second, in books to the value of 15s. and 10s. respectively. Not more than three essays should be sent in from one department of a school (Junior and Senior), the selection at this stage being made by the form-masters or mistresses concerned. If more than the prescribed number are presented the names of the candidates will be arranged alphabetically, and those in excess of three Seniors and three Juniors will not be considered. The final award will be made by the Editors, whose decision shall be final.

While hackneyed topics should be avoided, the essays may be on subjects of the candidates' own choosing, or on others suggested in the course of their English reading by their teachers. They may be written specially for this competition, or as exercises presented in the ordinary course of school work. The themes should be such as lend themselves to literary, as opposed to merely scientific or technical treatment.

Quarto paper (say, 11 in. by 9 in.) should be used, and the writing should be on one side of the paper only, with a 1 in. margin on the left hand. Clear, legible writing is essential, and there should be a reasonable space (say, ½ in.) between the lines. The essays should not be longer than seven pages. They must be certified on the cover of the essay by the head of the school as being the *bona fide* original and unaided work of the candidates. The pages should be numbered and carefully fastened together.

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Physical Education

The new emphasis on physical education in our schools and colleges was happily illustrated in the proceedings of the British Association at Norwich. The Education Section devoted a whole morning to the subject; the meeting was largely attended, and by common consent the papers read were of a high level.

The importance of physical exercise in the education and development of youth is not a modern idea. Games and physical exercises were practised by the peoples of the oldest civilized states of which we have any knowledge. The educationists of ancient Greece taught that the education of mind and body could not be kept separate. Unfortunately, the technique of the education of the "whole man" has to a great extent been lost, and education is now so often confused with mere book learning. In our anxiety to develop the child's mind, we are inclined to forget that he has a body equally in need of development. Happily, there are now signs that the national interest in the value and importance of physical education is being thoroughly aroused. Early this year the British Medical Association appointed a special Committee to consider and report upon the necessity for the cultivation of the physical development of the civilian population and the methods to be pursued for this object. In June last the Parliamentary Secretary to the Board of Education, in his speech on Education Estimates in the House of Commons, showed himself to be fully alive to the importance of this branch of education and to the desirability for extending its scope beyond school age. In his speech, the Parliamentary Secretary announced the formation of the Central Council of Recreative Physical Training to meet the need of a central organization which would bring together all those interested in the inauguration of a national

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scheme of recreative physical training for adolescents and adults of both sexes.

For some years past the general public has shown an increasing interest in, and appreciation of the value of physical training not only as a compulsory subject in the school curriculum, but also as a voluntary activity which should have a place in the leisure hours of all young people.

Hitherto British tradition has been against the Government taking over the entire organization of physical training for children and young people, and much of the physical training for adolescents has been left to voluntary organizations. The work of these organizations has been excellent on the whole and has met a real need, but unfortunately there are thousands of adolescents who are not members of any organization and who therefore are unable to enjoy the benefits of healthy, recreative physical training. The Central Council—itself a voluntary organization—will assist in the development of existing facilities for recreative physical activities for young people who are past school age and, in particular, will help to extend the benefits of physical education and recreation to those who are not yet associated with any organization. The Council desires to support voluntary associations and local authorities in the development of physical education, and not in any way to supersede them.

There can be no question that a new era of immense significance is beginning for the nation and for physical education. At last it is being realized that the scope of physical education must be widened so as to include not only school children, but also adolescents and young people generally.

It is true that great advances have been made during recent years in the methods employed in the physical education of the elementary school child. The scheme advocated by the Board of Education for use in elementary schools will bear favourable comparison with similar schemes in any other country in the world, but we cannot yet claim that all is well with the physical training of the elementary school child. Facilities and equipment are still often poor. In many areas teachers require expert guidance which is not available. It is a well-known fact that the greatest advances in physical education have been made in those areas in which organizers of physical training are employed, and yet less than half of the total number of local education authorities employ organizers. If the scheme of national physical education is to be widened, the organizer of physical training is the vital link between the local authority and the voluntary organizations in the area.

In the boys' public and secondary schools there is also considerable room for improvement in regard to physical education, for it is one of the greatest follies of our present educational system that in many of these schools, the sound and harmonious physical development of adolescent boys is almost entirely neglected. Mr. M. Jacks, at the recent meeting of the British Association at Norwich, referred to the great need for the establishment of a Department of Physical Education, under a fully qualified graduate gymnastic master, in every boys' public and secondary school. He also drew attention to the pernicious practice of sacrificing the physical training of adolescent boys during the time of preparation for Matriculation and other examinations. Neither can participation in games alone be considered sufficient to produce a harmonious physical development.

Many local education authorities provide physical training classes for young people in connexion with the evening institutes. Unfortunately, many are deterred from joining the classes because physical training forms part of a group course of subjects, all of which the students are required to attend. There is scope for a new type of "recreative institute" where physical activities, hobbies, games, and swimming are the chief subjects. During the coming winter session one local education authority proposes to establish in a number of selected schools recreative physical training classes for adolescents who have previously attended these schools. This should prove a very satisfactory scheme and should attract a large number of young people.

For unemployed adolescents, the juvenile instruction centres usually provide physical training classes, though the facilities and equipment are frequently inadequate. So-called "keep fit" classes are also springing up rapidly in many parts of the country and, when under the right leadership, these classes provide excellent recreative physical activities for thousands of young people.

Local authorities have long been empowered to provide municipal gymnasia; but few of them have done so. Such gymnasia could very well serve as centres of all forms of recreative physical training for the area. As in ancient Greece, the gymnasium must become a place of first-rate importance in every town and village in Great Britain.

The two main difficulties which at present hinder the development of recreative physical training for young people are lack of suitable facilities and suitable leaders. The training of leaders is becoming a matter of extreme urgency, for unless the leadership is good, the present enthusiasm among the young people will soon burn itself out, and this great opportunity of creating a healthier and better Britain will be lost.

THE HOME ARTS AND INDUSTRIES ASSOCIATION.—This Association will hold an Exhibition and Sale of British Handicraft at Sunderland House, Curzon Street, W. 1, from November 4 to 9, inclusive (11 a.m. to 6.30 p.m. daily, admission 1s.). The Association was founded in 1884 and aims at reviving and encouraging British handicrafts and furthering their development and improvement. Every kind of handicraft from woodworking and needlework to pottery and book-binding will be displayed.

* * *

DRAMATIC PRODUCTION.—The Autumn Term of the Week-end Course of Dramatic Production, organized by the Little Theatre, Citizen House, Bath, for all who are interested in dramatic art or in social and educational drama will open at the Everyman Theatre, Hampstead, on Sunday, October 13. The course will include a specialized course in play-writing under the direction of Miss Marion Fawcett. Particulars may be obtained from the Hon. Secretary, Little Theatre, Citizen House, Bath (stamped envelope).

* * *

EDUCATION IN CITIZENSHIP.—Six public lectures have been arranged by the Association for Education in Citizenship, at Morley College, 61 Westminster Bridge Road, S.E. 1, on Fridays, at 5.15 p.m. The lectures are as follows: October 4, "The Qualities of a Citizen," Sir Ernest Simon, M.A.; October 11, "Teaching of Citizenship through Politics and Economics," Michael Stewart, M.A.; October 18, "Through History," Dr. G. P. Gooch; October 25, "Through Geography," Prof. J. F. Unstead, D.Sc.; November 1, "Some Difficulties Considered," Mrs. Eva M. Hubback, M.A.; November 8, "The General Moral Approach," S. H. Wood. Tickets (2s. 6d. for the course or 1s. for a single lecture) may be obtained from the Honorary Secretary of the Association, 61 Westminster Bridge Road, S.E. 1.

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Occasional Notes

Our Congratulations.

THE warmest congratulations of this *Journal* are extended to its young but distinguished contemporary, *The Times Educational Supplement*, on the attainment of its silver jubilee. It was first published in 1910, the year in which the King came to the throne, a fact which has been graciously recognized by a message from His Majesty. The vast changes which have taken place during these twenty-five years have only recently been described in all their varied aspects, including the educational aspect. It remains, however, to acknowledge the good fortune which befell education in this country when its greatest newspaper (some think the greatest newspaper in the world) decided to deal definitely, in the first instance month by month, with educational issues of all kinds from the university to the nursery school. As regards its impartiality, its breadth of outlook, and its high literary standard, it is sufficient to say that the *Supplement* has worthily maintained the traditions of the parent newspaper. It helped materially to guide and inform public opinion at a time when not even the cataclysm of war could prevent the passage of the great Act of 1918, and it is a significant fact that from that time forward it became a weekly paper.

Form, Drift, and Rhythm of the Continents.

SINCE the meeting of the British Association at Norwich sixty-seven years ago, the advancement of science in all its branches has been truly remarkable. This progress was ably exemplified in the presidential address of Prof. W. W. Watts delivered in Norwich last month. In the course of his address, the President gave an excellent summary of the investigations of eminent geologists with regard to the structure of the continents and the formation of mountain ranges as well as the various theories (including that of radio-active energy in minerals) which have been put forward from time to time to explain the different phenomena. The account of these investigations is a fascinating story of scientific method and research. The President then proceeded to examine in some detail the hypothesis of continental drift. The parallelism of the eastern and western coasts of the Atlantic, the close resemblances in the rocks and fossils in Western Europe to those of Eastern North America, the similarities of the living animals and plants on the two sides have given good reasons for believing that these continental masses once continuous have drifted apart. Although this theory helps to solve many difficult problems in geography, meteorology, biology, geodesy, and other branches of science, it has not yet met with universal acceptance. To geologists and geographers, this address (now published) should not only be an instructive and stimulating study but it should also appeal to all readers who are interested in the progress of scientific thought.

Education and Freedom.

THE President of the Educational Science section of the British Association could scarcely have chosen a more timely theme for his address than that of education and freedom. The free expression of individual thought is the essence of democracy, and democracy is having an extremely bad time just now in certain countries. But Dr. Pickard-Cambridge is concerned to point out that we need not travel across the seas for examples of the suppression of individual freedom. The municipal councillor who is brought to heel by the crack of the party whip, and is compelled to vote against his conscience when matters affecting the vital interests of education are in question, is a sad and not an uncommon instance. Again, the freedom of the teacher is rigidly restricted by the system of examinations. Dr. Pickard-Cambridge definitely ranks examinations, "not in themselves, but as they are treated in most schools at the present time," among the worst enemies to education in freedom of thought and independence of judgment. The address is, we repeat, a timely and a wise warning against bringing up a race with a capacity for freedom undeveloped, a race which will be the easy prey of the politician, the journalist, yes, and the dictator.

Adult Capacity for Education.

THE cry "too old at forty" was always suspected by sensible folk to be absolute nonsense, except in regard to such matters as violent physical exertion. But the modern movement for adult education has brought to the front the question of adult capacity to profit by education, and has caused that question to be taken up, first by teachers, and then by psychologists. Dr. Wynn Jones's presidential address on personality and age, given before the Psychology section of the British Association, covered a wider technical field than we can notice here, but his treatment of the problem of adult learning is important for all students of education. Child psychology received a remarkable impetus in the latter part of last century, and adolescent psychology during the first quarter of this century. And now comes the turn of the adult. The results so far achieved by experimental psychology help to assure us that nobody under 45 should restrain himself from trying to learn anything because of a belief that he is too old to be able to learn it, and that the mental abilities of adults who participate in schemes of adult education are maintained at a high level over a long span of adult years. We hope Dr. Wynn Jones's address will be widely read.

Instruction in School Games.

THE necessity of accurate instruction in school games was a point stressed by Mr. S. F. Rous, Secretary of the Football Association, in his address as a speaker at one of the the meetings of Section L (Education) of the British Association, at Norwich. His main theme was that haphazard methods of instruction, whether in public sports or in school games, should never be tolerated. It is therefore appropriate that the Football Association should now publish an admirable guide to the game*, which gives sound advice and instruction to the young player and by means of photographs and diagrams explains both the fundamental rules of the game and the correct tactics to be employed. This publication, which is clearly written and well illustrated, strikes us as a most useful piece of work. Unsound and vague instruction should no more be tolerated on the school playing fields than in the class-room. Nothing could more appropriately drive home the insistence in school on clearness of thought and correctness of method than the application of these same qualities on the school fields.

**Association Football.* An Instructional Book of the F.A. (Evans Bros., W.C.1. 6d. net.)

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A LEAGUE of Nations, says M. Paul Valéry, implies a league of minds. That is the adopted motto of the part of the activities of the League which is discharged by the International Institute of Intellectual Co-operation. The central idea of its work is to promote, in all spheres which come within its range, a co-ordination of effort capable, not merely of saving time and facilitating information, distribution, and progress, but also of promoting the creation of the international outlook. The report of the Institute for 1934 is before us, and it contains various indications that the international outlook is an ideal by no means easy to get realized in practice. Still, such an outlook is more and more a prime necessity of civilized life, and in no department is there a more promising field for its development than in education. In fact, the whole problem is essentially educational, as is sufficiently shown by the topics included in this report. Among them we notice the international aspects of broadcasting, the cinema, and the press; the revision of school textbooks, especially textbooks of history; the co-ordination of scientific bibliographies; folk music and song; the preservation of historical monuments; and so on.

International Intellectual Co-operation.

THE Annual Report of the Board of Education* has only a moderate amount of progress to record. To mention the points of special interest to teachers, we find that very slow progress is being made in reducing the number of "Black List" schools. During the year seventy-two schools were removed from the list, a number which should have been trebled to ensure their disappearance within a reasonable time. There are still more than 6,000 classes in elementary schools containing over fifty children, and in secondary schools the number of classes over thirty increased from 5,274 to 5,632, while 360 of these contained more than thirty-five pupils. A considerable amount of space is devoted to junior technical schools and trade schools. It is pointed out that not many of the latter are to be found outside London, and the Board regards it as surprising that schools of this type have not been established in other great centres of population. The question of the age of entry into junior technical schools is also discussed, the Board apparently taking the view that this should not be lowered. It will be evident from this that what is said has an important bearing on the relation between secondary and technical education.

The Board's Report.

THE Report by the Council for Art and Industry† is the most important official document on this subject which we have had, and it should be widely read. The Chairman of the Council is Mr. Frank Pick, and those who know his influence on design in connexion with the London Underground Railway Group will understand all that his chairmanship promises for the future of art in industry. While recognizing the work that has been done by those art teachers who have for many years made the education of the consumer their first consideration, it must be admitted that there has been considerable diversity of aim in the schools. The Report states that: "the success of any effort for the improvement of the general standard of design in articles of everyday use must depend to a large extent on the choice exercised by the purchasing public." The problem is therefore one for the schools. A nation gets the art it deserves, and the producer will supply what the public wants.

Education for the Consumer.

AFTER recommending that art should be given a more important place in the School Certificate examination, and discussing the supply and training of teachers, the Report deals with schools and their equipment, giving photographs of schools in this country and abroad. The impressions created in children's minds by their surroundings are of the first importance in influencing their development and their outlook on life. The school should provide for the masses the cultural influence which is frequently lacking in their homes. Emphasis is laid on pleasing and cheerful colour in educational institutions, and it is stated that these considerations apply to old buildings with even greater force than to new. We recommend this point to the consideration of the authorities concerned. It must be remembered that the studio of a secondary school should be furnished as a busy work-room rather than as a "class-room." At present the suitably designed and equipped room is the exception rather than the rule.

School Environment.

UNDER the title "Education at Home," the *Nineteenth Century* for September contains two striking articles. The first, entitled "Some Vital Problems in National Education," is by Dr. Cloudesley Brereton, who has much to say about the place of central schools in our national system. After referring to the three main types of children, one with the predominantly abstract type of mind, a second with a practical bent, and a third partaking of the strong points of the two, he stresses the importance of a public recognition of the second or practical type, maintaining that what is needed for such pupils is a larger element of technical instruction, which may mean a more or less distinct bias to ordinary subjects or the study of the practical arts and crafts, business methods, economics, and so on. The vocational element in primary schools will have to be accorded greater recognition. The secondary schools remain predominantly academic. The status of central schools should be improved, and they should take the School Certificate Examination, drastically recasted to afford a more liberal choice for pupils with practical aptitudes, and scholarships should be established to take on selected pupils to the next stage in technical education. Dr. Brereton criticizes the granting of additional scholarships to secondary schools and is afraid that "secondary education for all" would mean lowering of standards and waste of public money. If he is arguing that the central school should be so improved as to be considered fully equal in public estimation to the secondary school we should largely agree with him. But would not this really be "secondary education for all"?

Education at Home.

IN the second article Mr. E. Sharwood Smith looks at the question from a rather different point of view. He examines Dr. Norwood's suggestion that a certain number of elementary pupils should be drafted into the public schools and is sceptical about it. If 200 ex-elementary boys were admitted annually to Eton, raising the

Post-Primary Education.

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* *Education in* 1934. Cmd 4968. H.M. Stationery Office. 3s. 6d. net.
† *Education for the Consumer*. H.M. Stationery Office. 1s.

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numbers there from 1,100 to 1,300, the effect of mass mentality would be overwhelming. The normal product of a public school, despite brilliant exceptions, has not learnt to think for himself. The ex-elementary boy may acquire what is called culture, but he will be perilously near losing his own soul, and at the end of it all he will be restless and discontented. The proper place for the further education of the elementary boy is the secondary school of his native town. Here he does not grow up superior to his parents, but remains one with his family. But—and this is important—the school must also attract those whose earlier education has been in different surroundings. Various types and classes must here meet and fuse. Hostels, to some extent independent and not run by the staff, should provide for boarders. In a word, the immediate problem is not how to take elementary scholars to the public schools, but how to bring the public schools to the elementary scholars. This point of view should certainly be considered by those who are inclined to accept Dr. Norwood's suggestions too uncritically.

The Children's Milk.

IT is noteworthy that a number of local authorities are becoming increasingly restive under the Board of Education's rules for the selection of school children to receive free meals or milk. The cause of the trouble is that the Board takes the view that the selection of children for all types of meals should be carried out on a medical basis, while some local authorities consider that the better method of selection is the economic one, doubtful cases being referred to the medical officers for decision. This aspect of the matter has been strongly urged by the Medical Officer of Health for Stockport, who, in his annual report, agrees that the medical officers can, if required, select accurately those children who require extra nourishment, but contends that in families with low incomes a state of lowered nutrition in the children will either exist or will be liable to occur at any time unless some steps to alleviate it are taken. Again, the report of the County Medical Officer for Lancashire, in which he states that 1,115 children, as against 626 in the previous year, were found to be suffering from malnutrition, appears to support the argument that prevention is better than cure. Most people, we think, would prefer that no child should run any risk of malnutrition. A good deal of damage may have been done before the medical report reveals it and what is easily preventable should be prevented.

The Officers' Training Corps.

IT is not a matter for surprise that the Officers Training Corps as a public school activity has drawn fire on speech days. The headmaster of Highgate suggested that boys would be more attracted by flying. Training in flying would be a more educational influence than military training, even if it falls short of the final adventure of actual flying, involving risks which a school might not be prepared to take. The War Office should take serious note of the demand to make O.T.C. training less deadening. Discipline is important, but the War proved that it can be secured without over-emphasis on routine; and this will be even more true in any future war. Lord Allen, at Berkhamsted, said the difference of opinion as to whether the O.T.C. is a suitable activity for school life must be frankly accepted. "But let there be a whole-hearted recognition of the fact that you can be an active worker for peace both inside and outside the O.T.C."

Music Teaching in Schools.

THERE will be little disagreement with the suggestions made in the Memorandum on the Teaching of Music in Schools, drawn up by the music panel of the Association of Assistant Mistresses in Secondary Schools. The developments of recent years have brought about a striking change in the attitude of educationists towards music as a subject in the school curriculum, though there are still a few authorities who regard it simply as a pleasant recreation and a welcome relief from the subjects "that really matter." It is more generally recognized that music has its own special value in a well-balanced scheme of education, and that there is a real need for as thorough a musical training as is possible in order that the youth of to-day may make the best use both of increased hours of leisure and of the enormous output of music of all kinds by wireless and other mechanical means. One recommendation, that there should be more systematic co-operation between those who teach in elementary schools, secondary schools, and training colleges, will have the wholehearted approval of all teachers of school music. The lack of such co-operation at present is responsible for a considerable waste of time, and is a serious hindrance to the smooth working of a progressive syllabus, of which an admirable example is given in this memorandum.

Indian Students.

DR. QUAYLE, the Education Secretary to the High Commissioner for India, is able to report favourably on the work of Indian students in Great Britain. Their record, he says, proves that Indians can compete successfully in all branches of academic and professional study and training with their fellow-students of the Western world. The number pursuing full-time courses at the universities of this country is 1,325, and in addition there are 69 at non-specialized institutions and 611 reading in the Inns of Court. Dr. Quayle is not afraid to face the fundamental question whether such a large exodus from India should be necessary and reports that public opinion in India is in favour of students remaining at home "unless and until there is a very real need" to go abroad for further study or training or for intellectual stimulus. The number of students who arrive in Great Britain without definite ideas as to the course of training they wish to pursue is fortunately decreasing. Under the new constitution for India, there should be more opportunities for students to find useful employment in their mother country.

South African Universities.

THE history of university education in South Africa, as recounted by Prof. M. C. Botha in *The Times*, may have a moral for English readers. In 1910, the University of the Cape of Good Hope, an inspiring name, was the only university; but since that date the constituent colleges at Cape Town, Stellenbosch, Johannesburg, and Pretoria, have been given the status of Universities. Five other colleges constitute the present University of South Africa. The total enrolment stands at 7,314. Architecturally the Universities of Cape Town and Johannesburg challenge comparison in beauty and dignity with the universities of the mother country.

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The development of university education in South Africa is a consequence of the Union. It recalls the disintegration of the federal Victoria University, seated at Manchester, a policy which has been fully justified by events. An average of between 1,000 and 2,000 students per university is low compared with English standards.

OUR schools are faced with the problem of defence against gas attacks. A lecture by Mr. J. Davidson Pratt before the British Science Guild discusses the problem in general terms. Many of our preparatory schools are in sea-coast towns and these may suffer by gas bombardment from naval guns and from aeroplanes. Most of our schools, however, will have to prepare only for aerial bombardment. The safest course for the civil population is to remain indoors in gas-proof rooms. On the whole, basements are favoured by the experts for these gas-proof rooms. Wetted blankets may be used to cover windows, and fires should be extinguished. Five persons can safely occupy a 10 ft. by 10 ft. room. This proportion offers a serious problem for schools. Gas discipline will have to be cultivated in the same way as fire discipline. "If people panic and lose their morale, the results may well be disastrous." Expert advice will no doubt be available for schools from the Board of Education and local education authorities.

Gas Defence.

THE Senate of Cambridge University has been discussing the question whether graduates should be encouraged to receive their degrees in person. When a degree is received by proxy a fee of £3 is exacted and *gravis de causa* has to be proved. The discussion turned on a proposal to substitute *valens* for *gravis*. Apparently there was some doubt as to the interpretation of *gravis*. But the discussion demonstrated, as we should have expected, that there is a strong tradition in favour of receiving degrees in person. One of the Praelectors, Mr. Adams, suggested, however, that at the ceremony "there was a perilously narrow gap between dignity and farce," and he would have preferred to see the number of graduates receiving their degrees in person drastically reduced by giving an easier opportunity of taking degrees by proxy. Graduation in a university should be a great and memorable occasion, a dedication to wider responsibilities; and it is well to be assured that the University has always assumed that the tradition of receiving degrees in person is in no danger.

Degrees by Proxy.

DR. J. A. BOWIE'S paper read to the Department of Industrial Co-operation at the British Association on "The Universities and Business," was a useful contribution on a difficult subject. The number of persons occupying managerial positions is considerable. Figures quoted "point to the existence of about 1,000,000 suitable appointments for the business graduates," and this would mean, if university graduation were regarded as a pre-requisite, 40,000 appointments for university graduates annually. "In actual fact, they produce not more than two or three hundreds." Dr. Bowie points out that the problem of concurrent academic and professional training has not been solved in business as it has, for example, in the legal and medical professions. Cloistered, detached scholarship provided by the Arts course is not required. He admits, however, that not much constructive thinking has been given to the content of the academic course of training for business. "Economic theory" should be treated, Dr. Bowie suggests, "rather as a terminal than as a basic subject."

Universities and Business.

IT is of no use for the universities to train men and women for business if industry and commerce refuse to find places. One result of this refusal is that the Civil Services "get more than their fair share of the brains—a share justified neither by the prospects offered nor by the social importance of the job." Something more definite will have to be done if industry is to obtain the high grade of managerial personnel it will require in the next forty years. Financial inducements are offered by the universities to men of ability who are sent into overcrowded learned professions and drawn away from business. "This policy is socially undesirable and economically disastrous." Conversely, many intelligent boys and girls, often under the influence of their parents, refuse to develop their brains and personality by going to a university, preferring the cash in hand which business is able to offer. Dr. Bowie has stated the problem clearly, but does not contribute much towards its solution, except a suggestion that it should be considered "by a representative Council of industrialists and university teachers."

Opportunities in Business.

THE meetings of Section L of the British Association at Norwich had a good Press and seem to have been well appreciated. Particularly successful were the sessions on physical education and on the teaching of appreciation. At the latter session the Headmasters of Rugby and of Bristol Grammar Schools read admirable papers on the appreciation of literature and of art respectively. Mr. Lyon made a vigorous declaration of his faith in poetry which, he held, could be "caught" by the average boy when taught sincerely. Mr. Barton attacked the isolation of the so-called "fine arts" and urged that the right education of the future "art-consumers" would assist the growth of an enlightened public opinion and enable the true principles of art to be grasped at an early age. Like Mr. Lyon, he also emphasized that appreciation came by contagion rather than by specific instruction. We are impressed by this emphasis on "infection" as opposed to forthright instruction. Both speakers made an excellent case, but their success was, we think, largely due to the fact that they practised what they preached, both being enthusiasts sincerely believing in their case—and is not enthusiasm a hall-mark of the truly successful teacher?

Education at the B.A. Meetings.

THE presidential address of Dr. A. W. Pickard-Cambridge on education and freedom was followed by a discussion on Discipline which seems to have been less controversial than it might have been. All four speakers stressed the purpose of discipline as leading to a greater realization of the good life, but Mr. Badley naturally emphasized the Bedalian belief in self-discipline, while Mr. Coade, of Bryanston, rather neatly suggested the discipline of a club as the ideal. Mr. Leeson stressed the necessity of training the will so that the personality might develop fully and learn how to apprehend the Divine will. We think that the discussions were insufficiently controversial for a subject of

Discipline.

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this kind; it would have been interesting for example, if Mr. A. S. O'Neill had been one of the speakers. Moreover, admirable though they were, the propositions advanced seem to have harmonized more nearly with schools as they should be than with schools as they are, when so often the inadequate equipment and the excessive size of classes are apt to play havoc with the most excellent of theories.

THE joint session of Sections J (Psychology) and L (Education) produced an interesting discussion on the place of psychology in the training and work of the teacher. Not unnaturally the audience was more interested in practice than in theory, and while ready to agree with Prof. Drever that psychology was the very foundation of educational theory, more interest was shown in the accounts given by Mr. Sheppard and Miss Doreen Davies of the way in which psychology had assisted them in the classroom. A sound and practical paper was read by Miss Lloyd Evans, principal of a large training college, who neatly summarized the position by saying that whereas the centre of importance used to be the teacher, nowadays it was the child. It is obvious that no discussion on the place of psychology in our schools should ignore this fundamental fact. Psychology is only of value in that it enables us to understand the child. But its value in that connexion is so great as to justify the demand that all teachers should acquire a knowledge of psychology provided it is not merely academical.

Psychology and the Teacher.

FOR many years the Institute of Journalists has discussed at its annual conference the question of the training of journalists, a proper question for a professional body to discuss. This year, Dr. G. B. Harrison, Reader in English Literature in London University, gave an address on "The Universities and Journalism." The problem is not unlike that discussed in the preceding paragraphs in relation to business. Journalism, as Dr. Harrison pointed out, is not at present a closed profession. Professional qualifications are few, but London University has established a diploma in journalism for which it offers a course of training. The course has recently been reorganized and a well-known journalist, Mr. Tom Clarke, has been appointed Director. Dr. Harrison suggested that any newspaper looking for a means of publicity which would give its readers satisfaction and itself prestige over its rivals might establish a chair in journalism and offer scholarships for its registered readers. In American universities, the subject is taken more seriously, but it cannot be said that we have much to learn from the American Press.

Training of Journalists.

"ONE by one the lamps of reason in Europe are going out, and there is a great danger that they may not be relit in our time." This warning was the epilogue of Prof. H. Laski's inaugural address to the annual conference of the Library Association. He pleaded for a great extension of public library activities, including the provision of lectures, and a seven-day service. The group of readers who read only trashy novels represented one of the failures of civilization. Books were read to escape the monotony of life. Dr. Laski attacked also the "memoirs of eminent personages." We are surprised that he should classify the many interesting biographies and autobiographies published in recent years with detective stories. Often these books are concrete and living examples of Dr. Laski's own subject—political science—from which he and his colleagues deduce the principles of collective action. Many of these books offer inspiring examples of dedication to the public service.

Public Libraries

THE School Age Council in furtherance of its propaganda for raising the school-leaving age to 15, has collected reports from thirteen local authorities in England and Wales which have adopted by-laws raising the age to 15. Results are stated to be satisfactory. Children benefit by the extra year and employers, except for blind-alley occupations, prefer older children. Therefore a general measure of compulsion is to be preferred to by-laws with exemptions. Reporting authorities include Chesterfield, Cheltenham, Plymouth, Gloucester, and Bath, all towns in the south-west of England; and one Welsh county, Carnarvonshire. This does not represent a fair sample of the population, especially as large industrial areas are not included. The problem in a small non-industrial town is comparatively simple. Schools can be reorganized and the extra teachers readily supplied. Nevertheless the evidence is significant and cannot be ignored; and Dr. J. J. Mallon and his Council should be congratulated on the energy they have shown in urging this reform.

School Age Council.

WHEN a doctor talks even on an educational subject he is heard with respect. At the Oxford congress, Mr. R. E. Roper denounced examinations as destructive of the well-being of the growing human organism. Examinations induced an atmosphere of anxiety in children, in parents, and in teachers, "all of which tended to disturb the mental peace of the child." There is some truth in this. A child, like a seed, should be allowed to grow in peace. There are enough disturbances of mental peace in later life. Mercifully, the adult is provided with defensive armour by education and experience. But is not much of the child's anxiety over examinations unnatural and avoidable, induced by teachers and parents and, more diabolically, by examiners who set too difficult questions? By the same token, it is not natural for children to sit rigid on forms for hours, and Mr. Roper's suggestion that there should be more freedom of movement during teaching should receive attention.

Mental Hygiene.

AT long last Marr College has been officially opened and work begun. The school was completed five years ago at a cost of over £200,000, but certain difficulties raised by the Endowments Commissioners delayed the opening. These after a long delay have now been surmounted, and the school was formally opened by the Marquis of Lothian. The late Charles Kerr Marr, who died in 1919, left about £300,000 to be used for educational purposes in the interests of the inhabitants of Troon. The trustees have managed affairs so wisely that although more than £300,000 has already been spent there remains a sum of over £400,000 available for endowment. The school, erected in spacious grounds, is admirably planned and equipped. The main hall is a large theatre provided with a cinematograph apparatus

A Scots' Luxury School.

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and everything requisite for dramatic productions. Gymnasia are provided for boys and girls. There is also a well-stocked library, a dining hall to accommodate 400, a conservatory, a concert hall, a lecture hall, a set of studios, a domestic science block, as well as a separate house for the practice of housewifery. This beautiful building and its gracious surroundings create an atmosphere that must be of priceless value to the young people of Troon. The Marr Trust has undertaken other responsibilities besides the institution of the secondary school. The funds have been used in a variety of ways for the encouragement of learning. On the occasion of the formal opening of the college, Sir Alexander Walker, chairman of the board of trustees, explained that almost £100,000 had been expended in providing grants for students. Since 1919 more than 200 students, with the help of the Trust, had either graduated at the University or had taken the diploma of some central institution.

The Educational Value of School Camps.

At the opening of a new school in Hawick, Sir William McKechnie, Secretary of the Scottish Education Department, stressed the importance of physical education, and made a plea for the provision of playing fields and larger and smoother playgrounds. He then went on to point out the value of school camps in the education of young people. "I do not know," he said, "whether you have done anything in that line. If you have not, begin now; if you have, do more than you have yet attempted. Conducted by people with a gift, better still with a genius for handling children, these camps have tremendous educational possibilities. They teach mixing, they encourage give and take, they reveal the folly of selfishness, they give endless opportunities of mutual help and healthy fun. The mere environment is a great thing—the freedom from the dreadful artificiality of modern life, and there is the need to put up with simple beds, simple food, simple pleasures. There are no cinemas, there is no wireless. The sing-song takes their place. The campers amuse themselves and learn how many things they can do for themselves that they never dreamt of. One word of caution. Over-organization is a snare and a delusion in camp as in every aspect of life. Leave a little rope, even much rope, to the tastes of the individual." Sir William's advice has been anticipated by the Educational Institute of Scotland which for the last three years has run a very popular school camp at Cambusbarron, near Stirling. The hundreds of boys and girls who have passed through it will gladly endorse Sir William's opinion.

Road Safety for Scottish Children.

The Scottish Inter-Departmental Committee on Safety First has had some interesting witnesses before it recently. The Edinburgh City Education Officer seemed to doubt the suitability of certain lecturers, policemen and others, who were invited to talk about Safety First to school children. He was of the opinion that on the whole the teachers themselves could deal with the subject more effectively than outsiders could. Boys and girls, he said, responded to the various schemes in different ways. For example, the boys were very keen on posters dealing with the technical details, but these made only slight appeal to the girls. For them he thought the approach should be made through the motherly instinct. They might be encouraged, for example, to take care of the younger children in the streets, while the boys might be more effectively approached from a sporting angle. A memorandum from the Convention of Royal Burghs was presented by Bailie J. Westwood. In this an appeal was made for more playgrounds. School gates, it stated, should not open on to main roads, and in built-up areas school playgrounds should be kept open until dusk. It was also suggested that when new schools were built a more generous allowance of space for play was desirable. Similar suggestions were put forward by Mr. J. Sullivan, organizer of the Transport and General Workers' Union, who pointed out the need for keeping school playgrounds open during the holidays, as that was a specially dangerous period.

The Irish Free State.

At the beginning of a new school year the most outstanding question of educational interest for schools is the increased effort made to revive the Irish language. In the primary schools, the youngest children now learn through the medium of Irish only. It is certain that many enthusiasts for the language do not agree that a child can learn through a language different from that in which he is accustomed to think. It is also reported that the Government is taking steps, under the Attendance Act and a recent legal decision, to enforce the teaching of Irish in the non-recognized junior schools, that is, private schools. A parent can be, and has been, prosecuted for sending a child to a school not recognized by the Government, and the Government refuses to recognize schools in which Irish is not taught. This is causing grave misgivings as to the liberty of parents in the education of their children. In the secondary schools, several new rules have been introduced, the most important of which is that grants may be reduced or withdrawn in the case of any class which is considered to be below the required standard in oral Irish. Such withdrawal, if enforced, will also affect the salaries of teachers, as some of them may lose their increments.

Juvenile Employment.

The Ministry of Labour's annual report on juvenile employment was issued in September and shows that during 1934 a welcome improvement in juvenile employment occurred in most industries. In some areas there was surprisingly enough a genuine shortage of juvenile labour, particularly in London and the Midlands. Generally speaking there is a substantial increase in the number of secondary school pupils placed in suitable employment and this applies especially to commercial posts. It is also noted that juveniles from the depressed areas have been assisted to transfer to the more prosperous districts. On the whole the report is an encouraging one since it shows that foresight and planning have mitigated the hardships that arose when the financial depression intensified the difficulties of young would-be entrants to industry. At the same time it is pertinent to observe that one great constructive reform would have immensely improved the situation, for the raising of the school-leaving age would have ensured that in the worst-hit areas the surplus of unemployed youth could have been trained for industry or usefully occupied in school instead of waiting for jobs to turn up.

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The Teaching and Learning of Appreciation of Literature*

By P. H. B. Lyon, M.C., M.A., Headmaster of Rugby School

IT is probably wrong to speak of "teaching" appreciation, whether of literature or of any art. The word "teach" belongs to that sphere of education where the subject-matter is fixed and clearly defined, where the apprehension of it is a purely intellectual process, limited only by time and mental capacity, and where the task of imparting knowledge is roughly the same with all pupils alike—boys and girls react in very much the same kind of way to mathematical or linguistic teaching, though their reactions may vary considerably in degree—and, except in the higher branches of a subject, the teacher normally knows completely what he is teaching, and is certain of the rightness of his own knowledge. It would be tempting to consider the effect this fact may have upon the character and attitude of those who teach mathematics or Latin to lower forms, but I refrain, not without reluctance, from pursuing so attractive a digression. It is enough to repeat that in this sphere the teacher knows exactly what he is teaching, more or less how to teach it, and how far the normal pupil will be able to assimilate knowledge in a given time.

But with appreciation it is very different. Those of us who have ever been commissioned to "teach" poetry to boys (and you will I hope forgive me if I limit my remarks on literature to poetry and also if I speak throughout of boys, since English is so lamentably deficient in common nouns) can take nothing for granted. We have, it is true, certain opinions of our own as to the value of a love of poetry and as to the qualities which distinguish a good poem from a bad; we may also have ideas as to how we ourselves learnt to appreciate and distinguish good from bad, and theories about the best method of communicating that appreciation to others. But all is vague and undecided; we may believe that some of our opinions amount to knowledge, but we are all too well aware that we do not ourselves know where knowledge ends and probability begins. Nor is our problem merely an intellectual one; for into our estimates of good and bad, true and false, there enter aesthetic predilection, emotional association, even at times moral prejudices. Who are we to be guides into that country where we ourselves are so often astray?

And even if we were certain of ourselves and of our knowledge, our difficulties are not at an end. For there is no sure method, sanctioned by the experience of generations, of communicating our appreciation to others. We can induce even the most unretentive pupil sooner or later to learn a poem: even the stupidest to pull it to pieces and discuss metre and phrase; and all but a few of them perhaps to understand it well enough to write out the meaning in some sort of slipshod prose. But to "appreciate" it, how are we to begin to "teach" any one that, or indeed to know whether or not we have taught it in the end? I suggest that a phrase often used of religious education is true here also; appreciation is not taught, but caught. And all we can do, in our so-called teaching of it, is to try and ensure that the infection shall be genuine and widespread.

Doctors tell us that some diseases can be carried from one person to another by agents who are themselves immune; and it is, of course, equally true, in the world of poetry, that here and there a boy will fall in love with a poet or a poem in spite of, rather than because of, his teacher. But if we are to help and not to hinder appreciation, we must ourselves be deeply infected with love of poetry as a whole, and enthusiasm for the particular poem we are trying to communicate. In scarcely any other department of education is sincerity so valuable and hypocrisy so fatal. But if the boy sees that here is something in which a sane and intelligent, possibly even a liked and respected, adult takes real pleasure; if the voice that reads the lyric throbs with a genuine emotion; if into "The Ancient Mariner" creeps something of the reader's own apprehension of strange mysteries upon uncharted seas; *then*, he will at least give to poetry something of his real attention, and make some effort—however small—to find pleasure in that which has pleased another. But there must be sincerity; without it no mouthing of verse will conceal indifference, no airy raptures disguise contempt.

We assume, then, that our teacher is sincere. What then should be his approach? We must realize that boys do not come to us with virgin minds, ready to accept whatever we tell them at our own estimate. "Poetry" to them is a word already coloured by past experience, by association, by the influence of their home and their contemporaries. And he will be a fortunate boy, and an unusual one, whose influences and associations have not filled his mind with false ideas of poetry, and a quite definite prejudice against it. Before, then, we try and show our pupils what poetry is, let us concentrate on explaining what it is not.

They may, for example, think of it as difficult. Well, much poetry *is* difficult; so is much prose. So are golf, tennis, the "crawl" stroke and the verbs in—μι. In most fields difficulty acts to a good boy as a spur, not as a deterrent. But it is disheartening to be forced to tackle difficulties too soon; and I am certain that much of the lasting distaste felt by the average adult for poetry to-day is due to a forcing of the pace at the wrong time. Boys who are plunged from the "Lays of Ancient Rome" to "Julius Caesar" with no bridge across the tremendous gap that separates them, grow up to look upon poetry as mostly written by dead experts in queer old-fashioned English for the purpose of school examinations. But if we take care to give them continually poems which are within or only *just* out of their reach, then they will in time approach even the toughest passages of our greatest writer with something of the intellectual excitement with which I myself tackle the more simple writers of modern poetry. But difficulty is far from being a necessary quality of the highest poetry. All poetry is, of course, at first unaccustomed, with a rhythm unlike that of ordinary speech. Yet we all instinctively respond to poetic rhythm once the first surprise is past. Poetry is in fact, not a difficult distortion of prose, but the most direct and simple way of saying what the poet wishes to say. Prose has its own domain, in which it is the best interpreter of meaning. But there is another world, the world of emotion, of memory, of aspiration, where only the poet can speak out loud and clear, where poetry is—not a difficult—but the easiest form of expression. Let me give you three examples, the briefest I can find.

First take the emotion of love. Prose, as any one who has tried to write a love-letter knows, is a poor communicator of the great passion; it tends to be incomplete, turgid, ambiguous; at its best it is particular, not universal, for who could let another's letter tell his own love. Yet once we enter the region of poetry we feel that here, in the poet's utter simplicity, the whole is revealed:

> "There is a lady, sweet and kind,
> Was never face so pleased my mind;
> I did but see her passing by,
> And yet I love her till I die."

Or take homesickness, the incommunicable nostalgia of the exile; how in every-day prose could one of these speak for any but himself, or even for himself with any ease of clearness? But the voice of every exile sounds

* A paper read to the Educational Science Section of the British Association at Norwich, September 5, 1935.

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clearly and simply in the unknown Canadian immigrant song, written over 100 years ago :

" From the lone shieling on the misty island
Mountains divide us and a waste of seas ;
But still the blood is strong, the hearts are Highland,
And we in dreams behold the Hebrides."

A last example—of all man's emotions the hardest for him to put into plain words is perhaps that strange melancholy, the " Weltschmerz " for which we have no English name ; yet with this emotion the poet is instantly at home, for it lies at the spring of his utterance ; again and again he sets, in simpliest phrase, our ghost clear in moonlight before us ; in Latin, a simple phrase " *sunt lacrimae rerum* " ; in our more loquacious tongue a poem like this :

" Four ducks on a pond,
A grass bank beyond,
A blue sky of Spring,
White clouds on the wing,
What a little thing
To remember for years,
To remember with tears ! "

No : poetry need not be difficult.

Nor is it, though how few boys will at first believe it, mawkish and effeminate. I here speak particularly of boys and not of girls. Compilers of school anthologies often seem to be striving to perpetuate in another form the spirit of the infant school, presumably hoping to link up the innocence of the child that believes in fairies with the mature imagination that can hold converse with the angels of Blake or the spirits of de la Mare. Alas, there is no royal road into the Kingdom—and these well-meaning folk are largely responsible for the almost savage dislike of many adolescent boys for poetry. It should not, however, be difficult to remove this misapprehension. A short course of ballads should do it, a concentrated ration of strong and violent poetry which will for ever destroy the idea that the smooth rhythms of verse are meant only for smooth and silky emotions, for fairies and sunsets and heart-sick lovers. I have known a single reading of " Tiger, tiger burning bright " do the trick once and for all.

Allied to this misconception, lying deeper and often unspoken, is the idea that poetry is somehow " queer." It is unnatural, say our young critics ; for who ever speaks in rhyme or rhythm in ordinary life ? It is the product of strange folk with long hair and distorted imagination. The popular notion of the poet as inevitably of the type of which Gilbert's " Bunthorne " is so delicious an example is made plausible by one kind of modern aesthetic ; but it could not survive half-an-hour's inquiry into the lives and characteristics of Chaucer, Shakespeare, Milton, Browning, Bridges. The great poets need no champions, yet it is unfortunate that they should be misunderstood, since the misunderstanding prevents so many from starting to enjoy them.

Once again, the simplest way to disabuse the young mind of this idea is to appeal to the facts. Rhythmical utterance, so far from being unnatural is older than prose ; that it springs from instinct is revealed every time we sing because we are happy or whistle to keep our courage up. What poetry should properly be opposed to in the young mind is not prose, but the rhymed doggerel which he chants to the latest crooning melody. It is a queer world when a sleek silky-voiced lounge lizard can perpetrate a few quatrains of noxious slush about tawdry and temporary affections seeking satisfaction in June under the moon or " neath the summer sky " of last July (and in December shall we remember ?) and be forthwith accepted into the repertoire and toleration of the whole of a manly young generation : while the great spirits of the world, building immortal verse out of their hearts, stuff in poverty, in blindness, in despair, sing to them in vain. No, it is not poetry that is queer.

Yet suppose all these doubts set aside. All the arguments in the world will not convince the parents of those we teach, that poetry is not an " extra," a dish not on the table d'hôte, to be served only to the rich and to the epicure. How are we to convince our boys that poetry is not a luxury, but an essential ?

This question brings us to the heart of the matter ; the problem of what poetry is. In our efforts to show boys that poetry is simple we must inevitably have revealed something of its beauty and of its truth ; and is it not mainly because poetry leads to an appreciation of beauty and a knowledge of truth that we love it ourselves and try to teach others to do the same ?

Of the truth of poetry I have said enough already ; and it is unnecessary for me to elaborate here the value of beauty in our daily life. Yet boys who will quite readily be made to agree that poetry is beautiful, need some persuading that this is an argument in its favour. For beauty itself falls under suspicion in these practical days. Yet so powerful will ever be its hold on the human spirit that we know a love for it is latent in every human being ; it is our privilege to evoke that love ; and then to lead him back through the beauty of the arts to that deeper love of the world about him which will open his ears to the " still sad music of humanity." So poetry becomes a means as well as an end ; an enrichment in itself and a guide to further riches.

Something we can do toward this ideal in our formal teaching. We can help to train a boy's power to appreciate beautiful sound by teaching him to listen and not merely to hear. The country boy can be urged to learn the notes of different birds, a London child the chimes of twenty churches. And all alike can be taught to read poetry not with the eyes alone, but uttering the words aloud to their inward ear. The primary appeal of poetry (*pace* some moderns) should be sensuous, not intellectual, it should be " a pleasant noise to hear." So will they learn to perceive not only the simpler musical delights, but the more subtle suggestive effects which crowd upon us in nearly all great poetry. And then we can train a boy's eyes. First, the two eyes in his head, to observe and not only to see. There is a vast region of poetry in which those boys are instantly at home who are keen observers of country life. And the more every boy learns to use his eyes upon the natural world the more full that world becomes for him, and the more richly stored his powers of memory and of imagination. And it is the imagination, the eyes of his mind, that we must train last and best of all ; teaching him to see what the poet sees, to feel what he feels himself and would have us feel with him. When we have done that then we can, not without reason, claim to have helped to give him appreciation.

To come, rather late in the day, to practical suggestions, clearly the material and the methods we use are of importance, though they will not do much to replace those qualities in the teaching which depend on the personality and powers of the teacher. The material should be varied in kind yet never below a certain high level of quality ; and it should, of course, be used in accordance with its nature. There should be room in the poetry lesson for the briefest lyric and the longest narrative poem ; for the simplest ballad and the complex ode. But none of these can be treated in just the same way ; and I will suggest only two things which are true of them all. First let the boys learn them, great chunks of the long and dozens of the shorter ones. There is no surer safeguard against the decay of taste than a mind well-stored with beautiful utterance. That is one universal rule, obvious enough. The other is that whatever the form of the poem, and however full it may be of intellectual content, of classical allusion, of obscurities, the text of the poem should always retain pride of place. A boy's enjoyment of a poem depends first on its being within (and not too easily within) his compass ; but it depends also on a right method of approach. After some laborious and conscientious teachers

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have manhandled a masterpiece with sufficient thoroughness we can be certain that their pupils will (with vast labour) have acquired much knowledge about the poem and its author, its date, its metre, and its merits and demerits (according to the editor, who *ought* to know); they will know the meaning of difficult words and phrases, the life-history of its mythological characters, the exact situation of the places referred to, and—almost by heart—a series of paraphrases of all the hard passages. Yet they will not *know* the poem in any real sense of the word and so far from having absorbed it and loved it they will for ever after hate the very sound of it. Of such were those poor hungry sheep who looked up and were not fed, on whose Shakespeare examination paper the verdict was "Verity of verities, all is Verity."

Yet there is a place, later rather than earlier, in a literary education for the thorough absorption and assimilation of a long work of art. A wise teacher can so discuss the detail that the beauty of the whole is enhanced and not ruined. And a masterpiece which is worthy of the name can be for ever studied and never lose its power.

For the ode or short descriptive poem or sonnet, for any short poem other than the pure lyric, a similar method will serve. Here is probably the best material for inducing the appreciation which springs from something deeper than superficial attraction. A good anthology should provide enough of these for a year's work; but nowadays it is an easy matter to reproduce quickly and cheaply the required number of copies of any short poem. The copies are distributed, and for a minute or two the boys read the poem to themselves. They can then be asked a question or two: did they understand it, did they see what the poet wished them to see, did they form the words to themselves and hear the sound of it? Then the teacher reads it aloud (as he should every new poem, rather than offer it up to be read unseen by the form's worst reader) Then they are ready to discuss it. The more the boys can by their own contribution lay bare the meaning and the beauty the better; and a teacher who understands how to ask the right question (so much more important than being able to give the right information) will often bring boys by this socratic method, to reveal to themselves all that the poem contains. Then a last reading (and how different the poem will be to them now from what it was forty minutes before!) and—if there is time—a rapid test of their ability to repeat it from memory.

Senior boys, of course, profit enormously from the method described in Professor Richards' book *Practical Criticism: i.e.* being given one or two anonymous poems (sometimes good, sometimes less good) to criticize at length on paper, with plenty of time to do it in. Nor will I discuss the writing of verse, since the value of this exercise is already well enough known. If a boy shows any signs of despising poetry as simple stuff, set him down to write a sonnet and he will emerge chastened and more respectful.

One last method I wish to mention, suitable especially for those short lyrics which cannot be discussed or pulled to pieces without grave risk of disintegration. It serves also to introduce poems which may later be studied more thoroughly. It is simply this: the reading by the master, at the beginning of each day's work (whatever the lesson may be called in the time-table) of a two-or-three-minute poem without comment, preamble or excuse. I call it the cocktail method, since it is short and swift and invigorating, and in many people creates a desire for another of the same. In the happy days when I had a form I used it regularly; after the first week, which began with surprised amusement, followed by resignation to another of my fads, it became a matter of course, awaited with some eagerness and interest and enjoyed during the consumption; soon boys were making lists of what they had heard, borrowing copies of the poem and so on. And all this without any "teaching" on my part; I did but let the birds fly and sing for their delight.

The tail of this paper drags sadly, I fear, in the mire of practical details, and of that odious complacency with which all schoolmasters expound their own systems.

Yet from this common-place survey of class-room practice I, at least, have won some consolation, which perhaps may be yours also. We cannot, it is true, "teach" appreciation. Yet, as I have said, we can let the birds fly and sing; and here and there perchance there will be one who hears for the first time. Poetry is a spirit; and her worshippers must themselves have something of her divine nature in their souls. We cannot create the response, yet surely we can do something to evoke it. And great is our reward if some young boy suddenly awakes, not to our halting interpretation, but to that voice of poetry which speaks across the ages to his kindred spirit.

Varia

Messrs. B. T. Batsford, Ltd., announce in their autumn list three additions to the British Heritage Series, dealing with Ireland, the English abbey, and the English country house respectively. A. C. Horth has prepared a book on 101 *Things for a Girl to Do*, uniform with the same author's similar book for boys.

* * *

Messrs. Burns, Oates & Washbourne, Ltd., have issued a Catalogue of their Books for Young People. It is an attractive pamphlet of twenty-eight pages, including numerous reproductions in line and "half-tone" from the books described.

* * *

The autumn list issued by Messrs. J. M. Dent & Sons, Ltd., appears to be substantially the same as the preliminary list already referred to in these columns. In addition to announcements to which attention has been directed, we may mention two additions to the Master Musicians Series, on Mozart and Wagner, and revised editions of the works on Tchaikovsky and Handel.

* * *

Mr. Henry Young, 16 Causton Road, London, N. 6, informs us that he has prepared a *Record of the work of John Tyndall, F.R.S.* (price 5s.). He also offers for sale a *List of Bibliographies of Authors* (*Literary and Scientific*) and a *Record of the Scientific Work of Sir James Dewar* at 2s. and 5s. respectively.

* * *

The appearance of an autumn list from Messrs. A. and C. Black, Ltd., is a reminder that this firm publishes a number of annuals, ranging from *Who's Who* to *The Writer's Desk-book*, and also several other reference works of the character of dictionaries or one-volume encyclopaedias, most of which have seen several editions. Among the general works announced are two books on lettering which should be useful.

* * *

The autumn list issued by Messrs. Rich & Cowan, Ltd., contains mostly works of general interest and fiction. Two books attract by reason of their titles, which, if somewhat extraordinary, at least are descriptive of their contents, namely, *Sing Sing Doctor* and *I Knew* 3,000 *Lunatics*.

* * *

Two books of particular educational interest appear in the autumn list issued by the Hogarth Press. They are *The Successful Teacher*, by Mary Birkinshaw, which is the result of an inquiry among secondary school-mistresses, undertaken under the auspices of the National Institute of Industrial Psychology, and *Challenge to Schools*, by Mrs. A. Calder-Marshall, one of the Day-to-Day Pamphlets, which discusses the public school system.

* * *

The Cresset Press announces the publication of two film "treatments" by Mr. H. G. Wells. *Things to Come* and *Man who could work Miracles*, both based on early works by Mr. Wells. These film "treatments" are claimed as new departures in that, while each book is a complete story, all the technical details of the film are also introduced.

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Foreign and Dominion Notes

BELGIUM

A Summer of Congresses.

Brussels has had a busy summer of International Congresses: first on Physical Education (emphasizing the co-ordination of methods), then on Child Welfare (including the education of adolescents and pre-adolescents for parenthood), then on Drawing (fully reported in the September *Journal*), and, lastly, a Congress, organized by the Belgian Education League (*Ligue de l'Enseignement*) in connexion with the International Universal Exhibition, lasting a week, and covering a wide field. The programme included: The Problem of Individual Culture; Physical Education (with an examination of the ethics of "Prize Cups"); Moral Education (both national and international); Aesthetic Education; Manual Education (from Kindergarten upward); Child Study (including "tests," and medico-pedagogical collaboration); The New Education; Retarded and Defective Children; Teacher Preparation (in all grades and branches); Cinema and Radio in Schools (especially the moral effect); School Buildings (urban, rural, and open-air); and Didactic Material (with a large collection of exhibits). Religion and politics were excluded. Nor were there any resolutions, the sole purpose being that of "reciprocal information"—a purpose, doubtless, abundantly fulfilled.

"La Paix Scolaire."

The Education League has also been organizing for the autumn a special National Congress, devoted solely to the Defence of Public Education. The League, indeed, was established seventy years ago for this very purpose—to defend the Public Schools (*i.e.* State-controlled and neutral in religion) against the so-called Free Schools (*écoles libres*) of the Catholics. Between these conflicting interests there has existed, ever since the open war (*guerre scolaire*) of 1884, a formal educational truce (*paix scolaire*). But in name only, for the truce is broken (so at least the League complains) almost daily by clerical partisans (individuals or groups), and of late is even threatened by certain Government measures (in the guise of "economies") of the Socialist-Catholic coalition. The evidence adduced for these grave charges in the League's *Bulletin* is certainly impressive, but with no information from the other side we refrain from details. We may, however, summarize the League's general attitude as recently expressed: "While recognizing to the full the need for economies and sacrifices, we strongly protest against the arbitrary, unjust, and harmful measures of the Government, and refuse to allow a spirit of reaction, profiting from the common economic distress, to disorganize and imperil education, and so compromise the intellectual, moral, and civic future of the nation." It should be added that in the new ordinances women, and especially married women, are the chief victims. We note further two other League activities. First, eloquent statistics from the Province of West Flanders, showing the proportion of Catholic to public schools; nursery, ten to one; primary, boys, two to one, girls, seven to one: higher primary (*moyen*), seven to one. Moreover, one-fifth of the 250 Communal Districts are without any public primary schools at all, and one-third without any for girls. For the other Provinces we have no figures. Into reasons we cannot enter. We note, next, the organizing throughout the country, just before the re-opening in September, of an elaborate Public School Week, in which "all friends of liberty of conscience and all partisans of the lay ideal" were earnestly invited to participate. This campaign of frank propaganda employed all the usual methods: house to house visits, circulars, posters, lectures, press notices, fetes and processions with bands and banners. Assuming that the other side retorted (as was confidently expected) with similar weapons, plus tracts and sermons, we can picture the edifying battlefield, and almost hear some new Erasmus uttering a new "Complaynt of Peace"!

A Centenary of Academic Freedom.

At the end of last year the Free University (*Université Libre*) of Brussels celebrated its centenary. We record two utterances—words of promise at the opening in 1834, and words of homage at the celebration in 1934. The promise ran: "This Free University is dedicated to science—science completely and absolutely free. It repudiates all dogma and all systematic negation. Scientific truth, as the result of free and objective research, will be the sole basis of its teaching." Were not some such words being said at about the same time of the new University of London? The homage ran: "We salute the splendid achievements of this century of scientific teaching in the service of an ideal of light, wisdom, and liberty. Our faith revives in the future of our public education. After all the disastrous consequences of the material distresses of these later years, hope and a new strength are born from the power with which in this solemn celebration fidelity, ardour, and enthusiasm for the principle of free investigation (*libre examen*) have been reaffirmed. Thanks to this Free University there has for these hundred years survived in Belgium an unfettered soul (*âme laïque*)."

JAPAN

East and West Meet.

A Pan-Pacific New Education Conference met in August in Tokyo, under the patronage of the Department of Education, and the Society for the International Cultural Relations of Japan. The object was "the interchange of ideas and experiences relating to the New Education, and the promotion of friendship and understanding among the nations bordering the Pacific"—a consummation devoutly to be wished! The Conference, which lasted six days, met in the Imperial University. There were six general meetings, with lectures on The Imperial Rescript on Education; The Educational System of Japan; History of the New Education in Japan; the Fine Arts of Japan; Japanese Literature; and the International Spirit through Meiji-Tenno's Poems (of which we would fain know more). Among the twenty-two subjects for the sectional meetings we note five only: Pre-school education; Home education, including parents' re-education; The Problem-child; Religion and the Child; and Education for international co-operation. Admirable sentiments, but we somehow miss the great word, word above all—"peace"! Outlines, *in English*, of speeches were to be in the hands of the interpreter at least a month in advance.

[*Errata.*—In last month's Notes on Mexico, paragraph 3, lines 10 and 18, for "racial" read "laical."]

The Christmas Lectures delivered from year to year at the Royal Institution are justly famous as popular expositions of scientific topics. The announcement in the autumn list issued by MESSRS. G. BELL & SONS, LTD., that Prof. W. L. Bragg's lectures on electricity are to be published shortly will therefore be welcomed, outside as well as inside scientific circles. A cheap edition of Dr. R. T. Beatty's *Hearing in Man and Animals* is also being published.

* * *

The series of lectures by distinguished educationists and others at the second Public School Masters' Conference at Harrow are, according to the list of autumn books issued by the CAMBRIDGE UNIVERSITY PRESS, being edited by Mr. E. D. Laborde for publication as a volume entitled *Education of To-day*. The textbook section of the catalogue announces the completion of the *Cambridge School Certificate Mathematics*, by Larcombe and Fletcher, with the publication of *Algebra, Part III*; the second volume of Webb and Grigg's *Elementary Science* for Senior and Central Schools; and a volume on *Heat, Light, and Sound* up to School Certificate and 1st M.B. standard by Mr. A. E. E. Mackenzie.

* * *

Books of topical interest take a prominent place in the autumn list prepared by MESSRS. CONSTABLE & CO., LTD. We choose for mention a new edition of *The Campaign of Adowa: and the Rise of Menelik*, which includes a short summary of Italian enterprise in Africa down to the principal advance under General Baldissera; and a *Life of Adolf Hitler*, by Konrad Heiden. Mr. Walter de la Mare has brought together a selection of poems under the title *Poems* 1919–1933.

* * *

Announcements of some interesting natural history books appear in the autumn list issued by MESSRS. GEORGE G. HARRAP & CO., LTD. Mr. Martin Johnson describes an expedition which covered 60,000 miles by aeroplane over the jungles and swamps of East and Central Africa in *Over African Jungles*; Messrs. F. R. La Monte and M. H. Welch, of the American Museum of Natural History, in *Vanishing Wilderness*, describe the lives of wild animals; Dr. R. L. Ditmars, of the New York Zoological Park, has written *The Book of Zoography*; Mr. W. S. Berridge has a volume on reptiles; and Thora Stowell has prepared *The Book of Animal Life*. Many readers, of diverse interests, will welcome *Ships: and How They Sailed the Seven Seas*, by Hendrik van Loon.

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The Teaching and Learning of Appreciation of Art*

By J. E. BARTON, M.A., Headmaster, Bristol Grammar School

ACADEMIC education in this country has inherited from the nineteenth century an unfortunate assumption, that the practice of art is an isolated accomplishment or hobby, and the enjoyment of art a more or less exotic or superfine taste. In the thirteenth century we were a nation of artists; and in spite of the intellectual and social cleavage which followed the Reformation, no liberal culture in the seventeenth or eighteenth centuries was thought complete, unless it included some measure of appreciation, and some knowlege of principles, in architecture and the arts of sculpture and painting. Not that these things always went deep. In eighteenth-century sculpture, for example, we now feel a certain emotional thinness behind the elegance: the lack of big and broad conceptions, which is symptomatic of any art which mainly expresses the refinement of a limited and privileged class. But according to their lights all educated people, down to the end of Georgian times, took it for granted that civilization without art was unthinkable.

When the old order had fallen to pieces in the industrial revolution, and the sensibilities fed by popular traditional handicraft had been blunted in the first crude onset of machine production, the pioneers of what is now known as public school education concentrated on ethics and literature, followed later by natural science. "Art" became mostly an affair of drawing lessons, tolerated as one of the polite diversions, but having no vital importance in the scheme of character-building for an imperial race. Even in classical education, the visual arts of antiquity were neglected. Greek sculpture is still a "special subject" for Greek honour students at Oxford, and is taken by comparatively few. It was said some years ago, and might almost be said to-day, that the bulk of young men who have passed through our most expensive schools and universities may enter one of our major cathedrals and view it with eyes not less uncomprehending than those of any holiday-maker from an industrial slum. To the leading Victorian educators, great as many of them were in their way, it did not occur that the non-literary arts of mankind are the natural complement of literature and history, and indeed more instructive, if the aim of the student is to feel the spiritual motives by which whole societies, as distinct from the literate minority, were actuated.

Modern ideas of appreciation rest on the belief that art at its best is the pervading essence of an entire civilization. Notions and susceptibilities, which we now classify as aesthetic, were universal common-places in the sub-conscious mind, if not in the reasoned thought, of many great communities. Our own age has not yet emerged from the uneasy interval between two worlds—the old world of ordered and disciplined handicraft, and the new world in which, we believe, machinery and mass production and applied science will all become servants of beauty. In the old world, the impalpable finer values of life were cherished and communicated by the aristocrat, the artist, and the skilled artisan. In the new world, when it comes, education will have abolished the false distinction between art and science, and the true art school for everybody will once more consist of the public and civic environment in which every child is brought up. Meanwhile, we are in a stage of bewildering mixtures. Side by side, in the same street of some large city, the child can see two shops; one of dignified proportions, making good use of new materials, and decently restrained in its fitments and window display; the other, a mere welter of discordant shapes and colours, bad lettering and meaningless decoration. How is the child to distinguish such virtue from such vice? We get no further by denouncing the eyesores to which he is already blind by habit, and to which his parents and most of his teachers are themselves quite insensitive. Nothing will help us but slow, patient, and constructive teaching, founded on the simple truth that men only discard what is bad when they have learned to love what is good.

No doubt you will hear something of what is now being done, on the appreciative side, in our school art rooms and municipal art schools. So far as a layman without technical experience can judge, it seems to me that great advances are being made, and that our best art teachers are thoroughly alive to the prime necessity of connecting their instruction with the industrial and commercial and domestic and recreative activities which are normal and affect everybody. It is being realized, more and more, that everybody is an art-consumer, whether he knows it or not, and that the good and bad art which surrounds us are immensely influential for good or for evil. In recent years I have seen work done in a number of leading art institutions in this country and in Canada; and the one fact that stands out, to my mind, is the steady progress now being made in the presentation of art as something universal in its relation to ordinary living, and not merely as something individualistic, or romantic, or picturesque, or decorative. Good teachers are getting back to simple constructive principles, and children and young people are learning that a well-proportioned and well-made table, however plain, is a more valuable contribution to civilized life than a sentimental oil-painting, however dexterously handled.

There is no denying, however, one real difficulty: I mean the difficulty which arises from the mechanistic nature of nearly all important large-scale design in our age. I felt this strongly a few months ago, when I explored the new Rockefeller Centre in New York City, in particular the R.C.A. Building, which is such a marvel of formidably beautiful modern construction. Undoubtedly there seems now to be some disparity between the arts and crafts which can be practised in any teaching institution, and the art which achieved when a multitude of mechanical operatives carry out some imposing conception which a few minds have evolved. All the more reason, therefore, why art teaching in schools should set itself to inculcate principles of judgment which hold good for all design, however new the materials or the method of execution. The intellectual danger of small-scale executive art work is the danger of complacency. I suppose that is why many intelligent and practically-minded people are irritated by what they regard as the *coterie* type of culture associated with art-and-craft groups or movements. It has been declared, not without truth, that in our own century the most striking aesthetic improvements have appeared in engineering creations which for most people have no obvious connexion with ideas of art. The motor-car and the ocean-liner are evidence of the way in which mechanized industry, accepting the principle of what is now popularly known as functionalism or "fitness for purpose," can attain beauty on lines not dissimilar from those which were followed by the men who vaulted our cathedrals.

When I visited the R.C.A. Building, I received an impression that already it had set its mark on the manners, bearing, and speech of the people who lived and worked in it. A friend once remarked to me, when we were admiring the main street of modern Stuttgart, that it was a paradox to see humanity from the past in a setting that belonged to the future. Such incongruity may often be felt in an age so swiftly transitional as ours: but it is certain that sensitive young people at once respond to the appeal of well-co-ordinated and vast architectural masses,

(*Continued on page 678*)

* A paper read to the Educational Science Section of the British Association at Norwich, September 5, 1935.

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with interior treatment in a style of direct colour and distinguished geometrical severity. In all these things there is far more than mere aesthetics. There is also what I may call a new public sense, and a religion of health and tidiness, which is bringing back something of the lost Hellenic ideal. Every traveller knows that the central and northern civilizations of Europe are well ahead of us in keeping the streets clean, and in subduing to some principle of order such things as hoardings, night-signs, and petrol stations. The path to appreciation is positive. The communities which abominate litter are also those which have gone furthest in the public arts of good building, and general amenity of planning and lay-out. It is hard to believe that the squalor and disfigurements, of which we sometimes complain in our own country, are a necessary gesture of political freedom. If the urban scene in England were universally controlled by the same sort of intelligence, for example, which appears throughout the recent developments of the London Passenger Transport Board, I feel sure that tidier minds and tidier habits in the general public would soon follow. If every member or official of a municipal body were an educated man in the modern sense of the word, we should see more in the way of real personal liberty for the private citizen, and far less of unrestricted license for the huckster and the jerry-builder, who deprave the vision of the people by defacing town and country alike.

Plato saw that the beginnings of good taste—by which I mean the habitual preference for serenity, orderliness, visible common sense, and natural good rhythm—must date from early childhood and even from pre-natal days. An eighteenth-century child could see very little, in home or street, that was incompatible with sound appreciation. No such background exists for the children who enter our schools to-day. They come with the generous instincts that are part of their national character: but most of them from infancy have been tainted by inaccurate speech, cheap facetiousness sensational imagery, sentimental art, soppy reading, and herd thinking. With our endless deliberations about educational policy, and our enormous expenditure on it, we lift no finger to check the forces of organized vulgarity which steadily counteract the efforts of good schools or teachers. Nine out of ten children, from the day they can read, become the prey of commercial Press exploiters who deliberately cater, both in illustrations and in text, for an insect mentality. Good taste should be, and used to be, a child's natural birthright. In our own day all teaching of appreciation must begin—there is no other way—by assuming that the teacher's work is primarily medical.

We shall not get far by guiding children miscellaneously through art galleries, nor by merely extending art study or art history lessons on academic lines. The problem is the more baffling, when we consider how many influential persons show next to no interest in living art, declare "they know nothing about it, but know what they like," and persist in thinking of art in terms of age and prestige. When I landed in Canada last winter, and mentioned to a group of pressmen the Art in Industry Exhibition then being held at Burlington House, they asked me what sort of things were on view. I answered—"Bathroom fittings"; and their headline next day ran—"Bathroom fittings are art, says critic." If an archaeologist had dug up some fragment of a Roman bath, they would have acquiesced by custom in the interestingness of such relics. It struck them as odd that anybody should apply to a modern bathroom the canons of judgment which are used in appreciating old art. One of the teacher's hardest tasks to-day is to overcome the prevailing habit of keeping the appreciative faculties in two compartments: one for museums, and another for real life. Some of the public

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galleries in Canada and the United States have a good practice of letting small children sit on the floor any Saturday morning, and draw if they feel inclined. In this way they become familiar with works of art in a domestic spirit, and perhaps will grow up free from that unreality of attitude which prompts most people who enter an art gallery to assume not only an abnormal frame of mind, but even a special look on their faces. The first necessity of true appreciation is unity of standpoint. It is useless to admire an old silver cup in a museum, if we do not see parallel qualities in a well-designed electric light pendant; futile to enjoy the oldest of the Paestum temples, if we do not also enjoy a majestic grain elevator by the shore of Lake Winnipeg. Every age has its own aesthetic consciousness, and the appeal of what is sometimes called "contemporaneity" is keenly felt by all minds which are alive. But if young people of our time are to acquire some basis of discrimination, they must begin by realizing that art itself is neither old nor new, but eternal.

In present-day youth the aesthetic impulse seems to show itself most spontaneously in the constructive sense, and the sense of power and speed, which take pleasure in mechanism. A modern boy may live in a home that abounds in bad or sham art, but his vital interests are found in a world that is more inclined to ask "How will it work?" than "How will it look?" The grand central doctrine of unity—unity of function and beauty, structure and ornament, design and execution, idea and form—has a thousand applications, but its germ is already active in the boy's love of some triumph of engineering, in which he can see that every part is subject to the whole, and that the whole is determined by one main end. Architecture can be put before boys in a way that takes advantage of this pronounced constructive instinct. Presented with copious illustration and contemporary comparison, the least bookish can follow it with interest. We begin with broad notions of design based on practical considerations. Then sculpture emerges from architecture; and if the boy is perceptive enough to view sculpture from the architectural standpoint, his eyes begin to be opened on the insidious matter of art and representation. Unconsciously he is weaned away from the conventionally photographic and irrelevantly literary standards which have so long corrupted our faculty of direct vision in the representative arts. The raw ingenuousness of our public on such topics as sculpture, so often indicated in the popular Press, is only a matter of pure ignorance. I can testify that older boys who have seen a wide and orderly selection of first-class photographs and slides, illustrating not only Greek and Gothic and Renaissance sculpture, but also the best that is now known of Egyptian and Chinese and Romanesque work, find nothing to disconcert them in the major examples of modern plastic art, described by newspaper writers as "controversial." Even among teachers of art, it is not yet fully realized how big a proportion of the world's most important ancient sculpture has only come to light in the last half-century. The material for art illustration in general, now accessible through modern photography, may be cautiously estimated as being twenty times as comprehensive as it was in 1900. Teaching through the eyes in this way entails a good deal of trouble, travel, and expense. Such work is only kept fresh and alive, if new examples are collected every year, and if the teacher shares perpetually with his pupils the unprofessional zest of ever new discovery.

Taste without principle is only caprice. The practical arts and crafts are the first evidence from which beginners learn the relations of art to society and to human character. Nothing is gained by rhapsodizing over a landscape by Turner, or by discussing Le Corbusier, until the pupil has a firm footing, and some scaffolding of ideas to go upon.

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He must learn that all the so-called fine arts, in a healthy society, are rooted in the daily crafts : that all true changes in style come from the logic of new structure and new materials : that all good crafts obey the laws of its material : that ornament in the way of afterthought is a mere excrescence. He must go on to see how every big phase in art history has had its rise, decline, and fall : beginning in some communal, spiritual impulse, passing to skilful professionalism, and tailing off finally in empty cleverness. All these things connect art with the wider laws of life—the laws of moral truth and of social happiness. Patriotism itself is bound up with an affectionate understanding of the arts and crafts in which national character and history are so clearly expressed. An educated citizen should grow up in intimate companionship with the spirit of our cathedrals and parish churches, our country towns and villages, our stately or homely builders or artisans or gardeners, our typical portraitists and landscape painters. And what is good for patriotism is also good for the right sort of internationalism. It has been said that music and the visual arts are the only true international language. Parochial prejudices disappear, when men can discern through art what bonds of common aspiration unite the best life of other nations to our own.

I have said nothing so far about pictures, because I think pictorial appreciation, while inevitably it plays a large unconscious part in the early executive art work of children, can only come last in any scheme of guidance for those who have reached the conscious and reasoning stage. Taste in pictures is by far the most perplexing part of our subject, for the reason that painting is at once the most isolated and the most miscellaneous type of art which young minds now encounter. Consider only two facts : the fact that the vast majority of our children have never seen one really great original picture ; and the fact that no untaught person in these days is aware that painters, in all the coherent ages of art, were subordinate to architectural schemes. The reproductions which hang on school walls are seldom arranged on any clear principle, and many of the works chosen are well below the standard we observe in school literature. A diet of indiscriminate visual anecdote is no less enfeebling to the mind than a course of trumpery fiction or uninspired verse. We guard the school reading of children, because we know that it matters. We admit almost any school picture that is " harmless," because in this realm our own early education was neglected. If the good is the enemy of the best, how much truer it is that harmlessness in art is the parent of vague thinking and complacent mediocrity !

Few can begin to discriminate in the matter of pictures, until they have surveyed the less pretentious and more concrete arts and crafts, making up a totality with the fine arts in the more civilized ages. Left to themselves and to the ideas they pick up from current fiction and journalism, our young people think of the painter-artist as a man who seizes ready-made agreeable aspects of nature, and hands them on with a few trimmings. An educated man of Richard Wilson's time, when all the crafts were seen and understood in their reciprocal relations, would no sooner have demanded pictures ready-made from nature, than he would have required her to supply him with chests of drawers. Teaching cannot endow the young with perceptions that may have been denied them at birth, but it can order and unify such inborn taste as they possess, by helping them to see all the arts synoptically. In this synopsis painting comes last, and it is a misfortune that most people think of it first. I would like to add another word on the question of miscellaneousness. This is the curse of the ordinary provincial picture gallery, which resembles a library in which the classics are omitted, and the other works chosen at random. No group of pictorial

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things should ever be shown to children without some connecting idea to give them a cumulative value. In these days of excellent large colour reproductions, every local education authority should maintain an accessible collection, carefully arranged, and still more carefully annotated, by which young people can gather what is important, and the main lines on which the painting tradition has evolved.

You will gather that I am not proposing any system or recipe for the organization of such teaching as we have in mind. Our concern is not so much with the young person of native talent, as with the vast majority of future art-consumers who to-morrow will be our leaders or workers in commerce and industry. We do not aim at adding to the number of aesthetes who shrink fastidiously from the age in which they exist. We all know that many aspects of the present world are rowdy, fidgety, and snippety. That is only the outcome of a blatantly commercialized and prematurely democratic society, in which the energy of man, for the time being, has outrun his imagination. But there are abundant signs, if we look for them, that imagination is gradually catching up. Countless minds are working toward a more civilized environment. Among a hundred examples I need only mention the film, which on its visual side has made such progress that even silly plots are now often furnished with settings of extreme distinction. Our main task as educators is to assist the growth of an enlightened public opinion, favouring the evolution of our cities and factories and shops and homes on those basic principles of art which persist through all diversities of style, purpose, and outward form. In actual school and college life the matter I have been discussing is still in quite infant and tentative stages, though almost all the externals of European and American civilization are being rapidly transformed before our very eyes.

I should not like to see art appreciation brought within the scope of school and university examinations, as those things are now constituted, and I trust that nobody will ask " what machinery exists " for the production of suitable teachers. The only change you can make in your system is to make it possible for such teachers to appear of their own accord. That they will appear I have no doubt, so soon as a change of heart in our administrators shall have liberated an adequate portion of school time for more flexible and cultural activities which owe no allegiance to the academic specialist. Meanwhile we may remind ourselves that appreciation, whether for teacher or learner, is essentially a personal affair. It belongs to the sphere of freedom, and will never thrive on any cut-and-dried, externally imposed syllabus. Every teacher will follow his own bent, and what accrues to the learner will come not so much by instruction as by contagion. Art is a realm in which works of genius, as Wordsworth pregnantly suggests, themselves create the taste by which they are enjoyed. The wise teacher will not deal in verdicts; and the receptive learner, once he has been encouraged to open and use his own eyes, will go on to make his own discoveries.

SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION.—The Councils report for 1934–5 appeared in September and demonstrates that a good deal of useful research is being undertaken on intelligence tests, qualifying attainments, and inquiries into the prognostic value of university entrance examinations. The report may be obtained gratis from the Hon. Secretary to the Council, 46 Moray Place, Edinburgh, 3.

* * *

NEW TESTAMENT DOCUMENTS.—Messrs. Thomas Murby & Co., 1 Fleet Lane, E.C. 4, announce a forthcoming translation of the Four Gospels (1s. net each), by Dr. G. W. Wade, for whom they have already published *The Documents of the New Testament*, translated and historically arranged with critical introductions (10s. 6d. net). Dr. Wade shows how the constituents of the epistles and gospels can be disentangled and the debt of their authors to their predecessors is indicated; the chronological order in which the various books of the New Testament originated is also shown, and the critical introduction summarizes the external and internal evidence for the authorship.

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Dear Sirs,—I am greatly indebted to you for sending me a copy of *A Course in Commerce*, Parts I and II. I have gone over both of them, and consider them to be an excellent survey of the whole field of commerce, giving due and appropriate weight to each section. I hope to see the books largely used by the commercial departments of our secondary schools. With many thanks, yours sincerely,

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No. 795 OCTOBER 1, 1935

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PHYSICAL PRINCIPLES AND APPLICATIONS OF MAGNETO-CHEMISTRY. By S. S. BHATNAGAR, M.Sc. (Panjab), D.Sc. (London), University Professor of Physical Chemistry, Lahore, and K. N. MATHUR, M.Sc., D.S. (Allahabad), Lecturer in Physics, Lucknow University. Illustrated. 21s. net.
This book is primarily intended for the chemist and the physicist, but it is hoped that it will be of interest also to the workers in the allied branches of metallurgy and engineering.

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Reviews

THE ROADWAY OF THE AGES

The Story of the World: for Young People. By Mabel C. Paine. In Three Volumes. Books I and II: *The Story of the Early and Middle Ages.* (7s. 6d. net. Muller.)

Here is an important new departure in the study of history—the story of the world in three handy volumes, profusely illustrated, and accompanied by ample time-charts to assist the text. The work is a miracle of compression without any hint of scrappiness or of being compressed. A child can read it like a story and all the time be acquiring a bird's-eye view of human progress through the centuries. Without much jumping about or harking back, the author steadily holds her team of races or countries in hand, so that in every chapter they are kept abreast, and you can find out what each was doing at any particular epoch, or what degree of progress each had attained.

The book is almost a peace treaty in itself, for the history of civilization, told fairly, becomes with relentless logic the account of man's unconquerable spirit, working, inventing, adventuring, only to be faced ever and again with the disastrous set-backs engineered by political greed, ambition, or jealousy. After each martial wave of destruction, we see the exhausted nations building up once more on the ruins, and we find ourselves almost breathlessly hoping for a sufficiently lengthy lull in the storm, for a period of contribution to the welfare of nations, before some fresh hostility shall sweep men, wealth, and inventions as pawns on to the chequer-board of a new war.

Each chapter devotes considerable space to the outstanding individuals in every country, men and women who have made life easier for their fellows, or more interesting through their writings, or more gracious through their contributions to music or the arts, or healthier through their researches in science and medicine. We see at a glance the conditions under which each worked and the contemporaries who helped him. We can find out what books he had access to and what implements he could use. We see writing advancing gradually from picture-writing to the printing press, with a thumb-nail sketch of Rolls showing us that important stage; clothing from the skins of wild beasts to the figured silks of Jacquard, and illustrations emphasize each change.

We cannot imagine a more attractive book for the receptive minds of average children, nor one of greater use to teachers. We are confident that this little "Story" will soon be the standard reference book of every school library, and once referred to, its return to the shelves will be considerably delayed while the little student wolfs the pages. Imagine him turning to his book to look up the Italian sailor Toscanelli, the index sends him to a fascinating section about Columbus. He wonders who Tasso was, and finds himself absorbed in the Crusaders and the story of Godfrey and Tancred; he looks up Diocletian, and is introduced to the Christian Fathers, or Fathers of the Church, about whom many an older reader is still hazy.

Every part of this work is interesting: even the end papers form an arresting Roadway of the Ages, "Beginning we know not where and Ending we know not when"—an ever-widening path bearing the forward march of all known civilizations and religions, amply furnished with approximate dates, and leading to a tremendous query: "All working together (International Co-operation) and Peace; or Fear and Jealousy; More Fire-arms, Cannon, War, and the End of Civilization."

Some genius in the art of book production has decreed that each volume shall have its Index, and not merely make do with one Index in the last volume. Its usefulness is greatly enhanced by this detail.

HEALTH EDUCATION

Principles and Practice of Preventive Medicine. Edited by Dr. C. W. Hutt and Dr. H. H. Thomson. Vols. I and II. (£3 13s. 6d. net. Methuen.)

A team of specialists in particular branches led by a Borough Medical Officer of Health and a County Medical Officer make a powerful combination, so that it is no surprise that this should prove the most comprehensive and authoritative text of the last decade. It should be noted that the volumes cover the whole field of Public Health and Preventive Medicine, so that the educationist with special interests in the problems relating to children must not take it amiss that certain topics are necessarily somewhat more compressed and the arrangement not quite that which is more commonly adopted in texts related solely to educational matters.

School hygiene is frequently divided into categories dealing respectively with the hygiene of educational methods and their effects on the children, the hygiene of the school buildings, equipment and sanitary arrangements, and medical inspection and treatment. The two latter are fully dealt with in the chapter entitled "School Hygiene": the data on the former have to be sought in various other sections, though, thanks to an unusually complete index, the inquirer should have little difficulty in finding the majority of the points on which he may be seeking enlightenment. In addition, the sections which cover infant welfare and industrial medicine, as well as those on lighting, ventilation, physical education, personal hygiene and popular education in health matters afford an even wider range of valuable information than can usually be found in *ad hoc* textbooks. Indeed, it is evident that all matters affecting the individual citizen from the pre-natal stage to the grave receive adequate attention, so that the work becomes an essential for any college or public school library. Many of the sections contain data of interest far outside circles specially concerned with hygiene as such. The first chapter giving an historical introduction would be of value to all students of history and economics, the sections on meteorology, insects, and planning, interest the geographer, while the section on heredity is of import to all as an exceptionally clear account of human genetics and of the types of possible inheritance. In all sections, consideration is given both to the scientific bases for action and the statutory regulations and laws which govern any procedure.

In the children's sections available provisions for treatment of adverse conditions, the requirements of special schools and classes, and the machinery and necessities of central and secondary schools are set out in detail. The possibilities of conflict of opinion between those responsible for children and those who care for adults are discussed in relation especially to the blind and the mentally defective, and such guidance as is possible to avoid such contretemps is set out. Infant welfare and ante-natal care is discussed, many points being of interest both to those who advise school-leavers or take home hygiene classes and those who receive toddlers on their first entrance to school. The description of personal hygiene especially in regard to matters such as bathing, exercise, and smoking, in which the accounts are carefully documented, is unusually full and helpful; while the article on popular education not only gives suggestions for courses, but detailed information as to sources for the data of existing courses.

The authors are to be congratulated on the exactness and comprehensive nature of their reports, and the editors on the amount they have concentrated in so readable a fashion within the prescribed limits. The death of the senior editor is indeed to be regretted, as he had made his mark as a pioneer of health education; his book, however, will remain as a memorial of which his colleagues may justly be proud.

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A TREATISE ON ALGEBRA

A Complete School Algebra. By Dr. A. RITCHIE-SCOTT (With Answers, 8s. 6d. Without Answers, 7s. 6d. Parts I and II. With Answers, 5s. each. Without Answers, 4s. each. Harrap.)

This new school algebra is an unusually interesting piece of work. Dr. Ritchie-Scott is a distinguished London educationist and late chief examiner to the L.C.C. His book covers algebra from the beginnings to the stage required for the Intermediate B.Sc. examination of London University. Thus the last three chapters deal with mathematical induction, the binomial theorem, and the multinomial and product theorems. The book appears to be the work of a real mathematician who is primarily interested in pure, perhaps somewhat formal, algebra. For example, there are no chapters on elementary calculus, and although there is due recognition of the value of the formula in algebra, there is certainly no emphasis on the practical uses of the subject in engineering or science. On the other hand, there is clear evidence of unusual philosophical and logical thinking, embodied in far more really serious mathematical writing than is customary in school algebra books.

In his preface Dr. Ritchie-Scott points out that the study of algebra should be more than a problem-solving machine; it should be a culture of a high order. Therefore while following the prescribed road he has tried to give the student a broader view of his subject by an occasional excursion into a wider territory. Finally, he acknowledges a debt to the great Chrystal. It is not surprising that the book has rather the air of a treatise than of a school book. Many sections, *e.g.* page 40 on the graphical view of the relation between commensurable and incommensurable numbers —have come as a welcome surprise to the reviewer. The unusually logical approach to such diverse topics as graphs, series, permutations, and combinations have also given pleasure. We think most teachers who take a serious interest in the more abstract foundations of algebra would profit by dipping into this book. But those teachers who are interested rather in practical details for use in class would also benefit from considering the book. The opening chapters on symbolic representation are simple and clear. (Throughout the book attention is given to generalizing examples by replacing numbers by symbols.) Manipulative work is carefully introduced, and examples are chosen from work that does arise in straightforward algebraical applications. The expositions of worked examples, *e.g.* problems, are particularly good. Graphical work is thoroughly discussed and has some novel features. The book is an unusually successful blend of skilled teaching and careful thinking. It is in striking contrast to the many school algebra books that are little more than sets of exercises linked by the sketchiest exposition. It should be valuable in schools particularly for use with abler or mature pupils.

LATIN STORIES

Latin Stories for Reading or Telling, To Wit, Beasts, Fools and Wise Men, The Famous Dinner-Party of Trimalchio, Horace's Adventures on the Apulian Hills, with an Appendix of Greek and Latin Proverbs. By W. H. D. ROUSE. (2s. 6d. Oxford: Blackwell.)

It is obvious at a first glance that this book is the work of a man of exceptional abilities. It is by Dr. W. H. D. Rouse, the former Headmaster of the Perse School, Cambridge. Under his headmastership the Perse School became famous throughout the world, wherever education is discussed. Dr. Rouse himself attributed his success to his principle which he describes tersely as "when I get a good man I leave him alone." In the present volume Dr. Rouse presents us with some twenty stories, which are grouped together, under the title "Bestiae." These are of the well-known type of Beast stories. They are followed by a further selection, dealing with "Fools and Wise Men." Finally, there is an account of the dinner-party of Trimalchio, described by one of the guests, which is, of course, a wonderful description of the vulgarity of the *noveau riche* of Rome.

But what gives the book its unique value, is its later section, in which Dr. Rouse has given his imagination rein, and has described, what may have happened to Horace when he wandered outside the door of his good old Nannie Pollia, or, as Dr. Rouse himself explains, "I decline to believe that Horace the fastidious artist, would have used Appulus and Apulia in successive lines; and I decline to believe that Horace the poet, would have said that he was in Apulia and outside Apulia at the same time; and I do not allow editors the liberty to disregard the reading of the best manuscripts, in order to please their own preconceptions. If Horace said that Pollia (or Pullia) was his nurse, I am content to believe him, in preference to his editors. Those who prefer the editors, will perhaps indulge me with my whim for the nonce, and I am sure boys will not care two straws." So Dr. Rouse, out of the floods of his imagination, has given us a lively description of the happenings when Horace the small boy was out of the sight of his nurse Pollia.

THE MODERN STUDY OF THE BIBLE

A Short Introduction to the Old Testament: a Graded Course for Middle Forms. By IRENE ALLEN. (2s. 6d. Oxford University Press.)

The Prophets of the Bible: the Canonical Prophets, Who they were and What they said. By H. COOK. (5s. net. Student Christian Movement Press.)

The Modern Approach to the Old Testament. By the Rev. J. C. TOWNSEND. (5s. net. Allen & Unwin.)

It is entirely desirable that the results of modern study of the Bible should be made widely available for clergy and teachers, and there is nowadays no lack of books designed to contribute to this process. These three volumes are all written from the standpoint of critical study of the Old Testament. Miss Allen's book is planned for use in school by boys and girls of 11 to 15 years—it is a short and simply written summary of Hebrew history, intended as a background for study of the actual words of the Bible and further illustration by the teacher. It is perhaps unfortunate that under Miss Allen's arrangement the work and message of the prophets—surely the pure gold of what the Old Testament offers us to-day—should not appear more prominently in the outline; there is much to be said for frankly basing Old Testament study in school on the prophets, with the history in a definitely subordinate position. One could have wished, too, that Miss Allen had been less cautious in emphasizing the legendary character of much of the early material—it seems scarcely worth while to attempt to rationalize the plagues or the fall of Jericho. The general spirit of her book, however, is thoroughly sound; and where a syllabus includes study of the Old Testament history in itself, teachers will find it an admirable foundation. The illustrations are numerous and attractive.

Mr. Cook begins and ends with the prophets, and his book may be warmly commended. It is written with human sympathy as well as sound scholarship, and is a clear and attractive presentation of what the world's religious thought owes to the great Hebrew thinkers. Mr. Townsend attempts to cover wider ground—the Apocrypha as well as the whole of the Old Testament. He, too, writes from a critical standpoint, but is on the whole less successful; partly because he seems to be hampered by the desire to deal gently with fundamentalism—he writes in America—partly because the extent of his subject gives his book the impression, from time to time, of a catalogue rather than an interpretation.

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Minor Notices and Books of the Month

ART, BIOGRAPHY, AND CLASSICS

Teaching Creative Art in Schools. By ROSALIND ECCOTT and A. ECCOTT. (4s. 6d. net. Evans.)

Elementary Craftwork in Metal: an Introduction for the Use of Teachers, Students, and Workers. By A. J. SHIRLEY. Second Edition. (5s. net. Batsford.)

Dryad Leaflets. No. 92. *Netting.* By Miss PRIMROSE CUMMING. (6d.) No. 93. *Making Papier Mache.* (4d.) (Leicester: The Dryad Press.)

Lawrence: the Story of his Life. By EDWARD ROBINSON. (3s. 6d. net. Oxford University Press.)

This book is written for youth, and in that sense it is supplementary to all else that has been written about Lawrence. It claims to be, and it is, a straightforward simple account of the exploits of a wonderful Englishman, who himself was the spirit of youth and adventure. Though he had to "cut in," he did so for the team, and not for his own glory. He could not have done what he did if he had stuck to the rules, and yet who will say that he did not play the game? Many a teacher and scholar will thank the author for this stirring narrative, and the publishers for a book so well produced and illustrated, and withal so cheap.

Geraldine Jewsbury: Her Life and Errors. By SUSANNE HOWE. (12s. 6d. net. Allen & Unwin.)

Those who enjoy loitering down the primrose paths of men's memoirs will find plenty of entertainment in this book. Geraldine Jewsbury was neither an eminent nor an earnest Victorian, but a very human one. She was not one of the "Blues." Her "Life and Errors" throw interesting sidelights on the careers of many of the greater Victorians.

Saint John Bosco, Seeker of Souls. By F. A. Forbes. (2s. 6d. Burns, Oates & Washbourne.)

The Mistletoe Child: an Autobiography of Childhood. By H. E. PALMER. (10s. 6d. net. Dent.)

The Odyssey of Homer. Translated by T. E. SHAW (Colonel T. E. LAWRENCE). (10s. 6d. net. Oxford University Press.)

This, the translator tells us in his prefatory note, is the twenty-eighth English rendering of the Odyssey. The ideal rendering of a poem is in verse; but neither Pope's heroic couplet, nor Worsley's Spenserian stanza, nor William Morris's long lumbering line, nor the Rubáiyat metre as skilfully handled by Dr. Mackail is fit medium for "the strong-wing'd music of Homer," while the blank verse translations of Cowper and Bryant are lacking in vigour: so the ideal verse rendering is still to seek. The best prose renderings we have had hitherto are the well-known one of Butcher and Lang (1879) and that of Prof. G. H. Palmer of Harvard (1891). Colonel Lawrence's is less archaic and poetical than the former and less simple and straightforward than the latter, but is very vivid and spirited and compares favourably with either. It is beautifully printed and produced and is a delight to read, in spite of the translator's weakness for colons in his punctuation. As regards the Odyssey and its author, most scholars will probably agree with Andrew Lang's famous sonnet rather than with Lawrence in his cocksure and somewhat condescending prefatory note.

Verres in Sicily: Being Selections from Cicero's Verrine Orations, Compiled and Edited by H. GROSE-HODGE and E. W. DAVIES. (2s. Cambridge University Press.)

Pindari Carmina: Cvm Fragmentio. By C. M. BOWRA. (8s. 6d. net. Oxford: Clarendon Press.)

Latin: its Place and Value in Education. By Prof. C. W. VALENTINE. (6s. net. University of London Press.)

Alexander the Great: drawn mostly from Q. Curtius' Life of Alexander. Edited by W. S. HETT. (2s. Cambridge University Press.)

Easy Exercises in Latin Prose: Arranged as a Continuous Narrative. By T. S. MORTON. (3s. 6d. Macmillan.)

EDUCATION

Fundamentals in Teaching Home Economics. By I. SPAFFORD. (13s. 6d. net. New York: Wiley. London: Chapman & Hall.)

Though this book is typically American in its educational and sociological outlook, English teachers—especially those in senior and central schools—will find many useful and practical suggestions in it. The theory underlying the practice is simply explained and illustrated by definite examples taken from the class-room. Especially interesting chapters are those on Boys and Home Economics, and Home Economics and Adult Education. An abbreviated edition at a lower price would be still more useful.

Teaching the Social Studies in Secondary Schools. By Dr. A. C. BINING and D. H. BINING. (18s. net. McGraw-Hill Publishing Co.)

English teachers who are trying to work out a curriculum of social studies—a combination of History, Economics, Civics, and Geography—will find this book useful. The various methods suitable for teaching the subject are fully described and evaluated and the problem of the discussion of controversial topics in the class-room is carefully considered.

The Educational Role of Broadcasting. By F. W. BEIDLER-WAGNER, H. BONNET, KRISTINE BONNEVIE, P. PRENOT. A. R. BURROWS, W. DAVIES, H. FRISCH, C. M. KOON, HILDA MATHESON, R. PANDE, M. ROQUES, F. SAPORI, (17s. 6d. net. Paris: International Institute of Intellectual Co-operation. London. Allen & Unwin.)

Education. By J. H. WHITEHOUSE. (6s. net. Rich & Cowan.)

Citizens in the Making. By F. C. HAPPOLD. (4s. 6d. net. Christophers.)

The Cinema in Education: a Handbook for Teachers. By D. C. OTTLEY. (3s. 6d. net. Routledge.)

Three Studies in the Prediction of Scholastic Success. Parts 1 and 2. By Dr. R. D. COLLMANN and Dr. C. JORGENSEN. (Educational Research Series, No. 35.) (3s. net. Melbourne University Press. London: Oxford University Press.)

Publications du Bureau International d'Éducation, No. 42. La Formation Professionnelle du Personnel Enseignant Primaire. (Frs. suisses, 8. Geneva: Bureau International d'Éducation).

Publications du Bureau International d'Éducation, No. 43. Annuaire International de l'Éducation et de L'Enseignement, 1935. (Frs. suisses, 12. Geneva: Bureau International d'Éducation.)

The Film in the School. Edited by J. A. LAUWERYS. (3s. 6d. Christophers.)

History of the Lawrenceville School, 1810–1935. By Dr. R. J. MULFORD. (16s. net. Princeton: Princeton University Press. London: Oxford University Press.)

The Public Schools of Colonial Boston, 1635–1775. By Prof. R. F. SEYBOLT. (6s. 6d. net. Cambridge, Mass.: Harvard University Press. London: Oxford University Press.)

MESSRS. BLACKIE & SON, LTD., have issued a classified list of their publications. In addition to their large selection of books for boys and girls, there is a section of general works; new books are marked.

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Two volumes on India in the Modern States Series are announced in the Autumn List issued by MESSRS. J. W. ARROWSMITH (LONDON), LTD.; both are by Prof. H. H. Dodwell, a joint editor of the *Cambridge History of India.*

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ENGLISH, POETRY, AND DRAMA

English Folk-Song and Dance. By I. A. WILLIAMS. (3s. 6d. net. Longmans.)

This addition to the "English Heritage" series deserves a warm welcome. Mr. Williams gives seven chapters to an account of our folk-songs, ballads, and carols. His examples and comments are full of interest. The next three chapters are devoted to English folk-dances, Morris dances, sword dance, and mummer's play. In his final chapter the author describes the founding of the Folk-Song Society, in 1898, and the English Folk-Dance Society, in 1911, and gives an appreciation of the work they have done towards saving the heritage.

A Description of English Grammar for Foreign Students. By G. KOSTITCH and ISABEL GARRIDO. (3s. Paper, 2s. Cambridge: Heffer.)

This is a fresh and unusual treatment of certain aspects of English grammar, illustrated by some original diagrams. The authors have had many years of practical work with students of various nationalities.

Practice Handbook in English: a Drillbook and Review in the Essentials of Writing and Speaking. By E. S. JONES. (5s. net. New York and London: Appleton-Century Co.)

A very practical book, which will give the English teacher a clear idea of the way in which English is taught in American schools.

William Shakespeare: a Handbook. By Prof. T. M. PARROTT. (6s. net. Oxford University Press.)

The author has packed a great deal into this little handbook of some 250 pages. The earlier chapters are mainly biographical and descriptive, dealing with Shakespeare's youth, Stratford-on-Avon, London in his day, the theatre and its audiences. In a long chapter on "Shakespeare's Development" the individual plays are briefly reviewed, with critical comments. Other chapters are devoted to the Poems and Sonnets, the Text, Editors and Editions, Shakespearean criticism, and Shakespeare on the Stage.

The Fountain Library. (1) *The Old Flame.* By A. P. HERBERT. (2) *Idols and Invalids.* By J. KEMBLE. (3) *Whom God Hath Joined.* By A. BENNETT. (2s. 6d. net each. Methuen.)

The publishers state that it is their intention to present diverse talents of high standard in this series, and these three additions bear out their claim. *The Old Flame* is a highly amusing story of a young couple, who, by mutual consent, decide to separate for a month's "Holiday Moon" under conditions which allow each the maximum of freedom. The irresponsible escapades of the husband with an earlier love are described in the author's inimitable style and provide exceedingly good entertainment. (2) Different from the above, but equally entertaining in its own way, is this collection of essays showing the influence of various maladies on a number of historical personages, including Byron, Christopher Columbus, Henry VIII, Lord Nelson, Queen Anne, and others. The author shows himself to be not only a doctor with a gift for diagnosis, but also a well-read historian with a sense of humour and understanding of human frailties. How different history might have been had our forefathers known as much about disease as we do to-day! (3) First published in 1906, this is one of Arnold Bennett's earlier works. Although in certain respects it appears to-day a little old-fashioned, yet it is a good example of his skill as an interpreter of the life of his own time and people, and his ability to make interesting reading out of somewhat dull material. The story presents the problem of divorce, and portrays in a detailed and poignant manner the reactions of the different characters involved in the proceedings.

(1) *Exercises in Comprehension: an Aid to the Appreciation of English.* By A. E. M. BAYLISS. (1s. Harrap.)
(2) *Understanding and Appreciation: Exercises in Criticism.* By E. V. DOWNS and G. L. DAVIES. (1s. Harrap.)

In books like this, wider reading would be encouraged if titles and names of authors, at any rate of the lengthier passages, were clearly indicated. (1) at least does furnish a list of authors in a table at the beginning, where, however, the lazy may not discover it. To a certain extent both books cover the same ground, (1) being the more scholarly, (2) the more scholastic. Considering their low price a school might invest in both.

The Book of the Sea. By T. C. BRIDGES. (2s. 6d. Harrap.)

Nobody could complain that he did not get full value for his money in this comprehensive and lavishly illustrated book which, as far as can be judged from a brief survey, is equally up to date and correct. It begins with a chapter on the sea as the mother of all life, and ends with one on sea-serpents, in which is given the most reliable evidence available for appearances of different monsters of the deep, presumably survivals from very ancient days, the last quoted being the astounding experience of the *Pauline*, of London, off Cape Roque in 1875. *Dangers Afloat, Ghosts of the Sea*, and *Dead Ships* will thrill readers, young or old, but the least sensational and most informative chapters, like "Shipping in the Seventeenth Century" or "Whales and Whalers," are one and all alive and full of interest.

(1) *Melka in England.* By JOAN PENNEY. (6s. net. Methuen.)
(2) *The House that was Forgotten.* By G. D. ROBERTS. (5s. net. Dickson & Thompson.)

(1) It is safe to predict that people who already possess *Melka* will hasten to invest in the sequel, and they need not fear disappointment, for it has all the virtues of its delightful predecessor, though it is not necessary to have read that in order to enjoy the later adventures of this most desirable Arab pony. The best part of (2) are the pictures illustrating the too human activities of the heron, cat, and rabbit which were besieged in an abandoned house by a united force of rabbits and weasels!

(1) *The Red Friendly Book: Stories from Africa.* By MURIEL R. WRAY. (1s. Edinburgh House Press.)
(2) *Story-Time Books.* No. 16. *Dandy Don; Tommy Pudding and Pie.* By E. E. ELSWORTH. No. 41. *Old Nature Tales.* By JEAN MACLEAN. (5d. each. Nelson.)

(1) This fourth "Friendly Book," decorated with some lively pictures of little black children, gives a clear and attractive picture of the everyday life of village youngsters in the land of the Yorubas in Nigeria. Four pages at the end, addressed to the grown-ups who may be reading aloud or telling these six stories, give further information about people and country. (2) The child who failed to appreciate both these books would, indeed, be hard to please. The five poetic nature myths are unusual and charmingly told, while the exploits of the pony, Dandy Don, and of the donkey, Tommy Pudding and Pie, as related by themselves, are amusing and quite credible. There are six good full-page illustrations.

The Correct Use of Everyday English. By E. D. SPEED. (1s. 6d. net. Pitman.)

The title exactly describes the contents of this practical little work, which sets out to specify the elementary grammatical rules most frequently broken in conversation and writing—though some, one would imagine, only by the quite illiterate—to show what is wrong, and what is the correct usage. The lessons on the mis-use of words similar in appearance but widely different in meaning are, as is daily manifest in almost any company, by no means superfluous.

A History of the English Language. By Prof. A. C. BAUGH. (12s. 6d. net. New York and London: Appleton-Century Co.)

Although this book is intended primarily for college students, the general reader will find this study of the historical development of the English language of great interest. In his opening chapter Prof. Baugh discusses the Future of the English Language and ventures to answer the question, "Will English become a World Language?" The vitality of English as a living, modern language is well brought out in the last two chapters, dealing with "The Nineteenth Century and after," and "The English Language in America."

English Diction for Foreign Students. By S. MACKINLAY. (2s. 6d. Hirschfeld.)
His Chinese Concubine. By M. DEKOBRA. *Spirits under Proof.* By A. GRIFFITHS. (7s. 6d. net each. Werner Laurie.)
Something about Words. By E. WEEKLEY. (5s. net. Murray.)
Questions on English Grammar and Composition. By F. W. HIGHATT. Parts I and II. (2s. 6d. net. Allman.)
The Beacon Literary Readers. Edited by J. COMPTON. Book IV. *Argosy.* (2s. 3d.) Book V. *Good Adventure.* (2s. 6d.) (Ginn.)
Arnold's Continuous Story Readers. Grade IV. *The Conqueror's Hoard.* By C. B. RUTLEY. (1s. 6d. Arnold.)
Writing for the Press. By L. RUSSELL. *Writing for Children.* By G. J. H. NORTHCROFT. (3s. 6d. net. Black.)
Flowers of Speech: being Lectures in Words and Forms in Literature. By Sir JOHN SQUIRE. (4s. 6d. net. Allen & Unwin.)

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English Exercises : Eleven to Twelve. By N. L. CLAY. (1s. 9d. Heinemann.)

A First English Class-Book. By T. V. DAVIES. (1s. 6d. Bell.)

Punctuation Simplified : Rules and Exercises. By S. J. STEANE. (Limp Cloth, 10d. Cloth Boards, 1s. Oxford University Press.)

The Rational English Dictionary : Explaining the Meaning of 24,000 Items, within a Vocabulary of 1,490 Words. By Prof. M. P. WEST and J. G. ENDICOTT. (1s. 6d. net. Philip & Tacey.)

Hints on Learning English (for Foreign Students). II. *On the Use of the Present Perfect and the Simple Past Tense in Spoken English.* By HYACINTH M. DAVIES. (6d. Cambridge : Heffer.)

The Children's Classics, No. 102. Primary (Ages 5–7). Three Animal Stories. (Paper, 2½d. Cloth-lined, 3½d. Macmillan.)

An English Course for Adult Foreigners. By W. RIPMAN. (2s. Dent.)

The Teaching of English in India. By M. S. H. THOMPSON and H. G. WYATT. (4s. net. Oxford University Press.)

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(1) *Junior One-Act Plays of To-day.* Third Series. Edited by A. E. M. BAYLISS. (2s. Harrap.)

(2) *New Plays from Old Stories.* Third Series. No. 1. *Hansel and Gretel : a Play in Four Scenes.* No. 2. *Jack and the Beanstalk : a Play in Five Scenes.* No. 3. *The Old Woman who lived in a Shoe : a Play in Three Scenes.* By H. OULD. (4d. each. Oxford University Press.)

(1) The editor's remarks on the nature of drama in general, and of the one-act play in particular, are worth notice by teachers as well as by pupils, though they are addressed only to the latter, for whose benefit also six or seven pertinent questions on each play are added at the end of the volume. These eleven plays, by as many authors, none of which have yet appeared in similar collections, have been chosen mainly for reading or acting in the classroom by children of from 12 to 16, and there is not a dull one amongst them. (2) The old fairy-tales are skilfully expanded into short prose plays for children, and they may be acted without permission and without fee where no entrance money is charged.

(1) *Short Modern Plays.* Selected by G. BOAS. (2s. 6d. Macmillan.)

(2) *One-Act Comedies.* Edited by P. WAYNE. (1s. 6d. Longmans.)

The demand for short plays evidently continues unabated judging by the large number of volumes containing such plays which are still making their appearance. (1) is an addition to the Scholar's Library, and (2) is published in the Heritage of Literature Series. Mr. Guy Boas in his preface says he has attempted to choose plays which so far as possible have not been assembled between the same two covers before. His selection contains among others Sean O'Casey's " The End of the Beginning," Yeats' " The Pot of Broth," J. J. Bell's " Thread o' Scarlet," " Trafalgar," from " The Dynasts," and a translation of Andreyev's " The Dear Departing." Mr. Wayne has included " The Poacher," by J. O. Francis, translations of Hans Sachs' " The Strolling Clerk from Paradise," and Tchehov's " The Proposal," and John Brandane's " Rory Aforesaid." Clemence Dane's " Shivering Shocks " appears in both anthologies. Each book contains notes on the plays.

Poems for Youth. Selected and Edited by Dr. A. S. CAIRNCROSS. (2s. 6d. Macmillan.)

A Midsummer-Night's Dream. By WM. SHAKESPEARE. Edited by C. ALDRED. (2s. 6d. Macmillan.)

Selections from Wordsworth : Poetry and Prose. Edited, with an Introduction, by Prof. B. I. EVANS. (2s. Methuen.)

Plays for Girls and Boys. Youngheart and Other Plays. With Notes on Simple Production by LILIAN CORNELIUS. (3s. 6d. net each. Allen & Unwin.)

Speech Training and Play Production for Schools. By LILIAN CORNELIUS. (3s. 6d. net. Allen & Unwin.)

The Appreciation of Poetry. By P. GURREY. (3s. 6d. net. Oxford University Press.)

Romeo and Juliet. By WM. SHAKESPEARE. Edited by G. BOAS. (2s. 6d. Macmillan.)

Plays without Fees. Selected by J. HAMPDEN. (2s. Nelson.)

The Amateur Actor. By FRANCES MACKENZIE. (2s. 6d. net. Nelson.)

HISTORY

Six Stuart Sovereigns, 1512–1701. By EVA SCOTT. (12s. 6d. net. Allen & Unwin.)

A sprightly collection of biographies of the modern type, likely to be exceedingly and not undeservedly popular. They are entirely free from the burden of footnotes, and their accuracy does not descend to detail. For example, we are twice told that James II of Scotland was killed by a cannon-ball, whereas his death was caused by the bursting of a cannon. Again, James VI is said to have been described as " the wisest fool in Christendom," whereas the exact and much more effective phrase was " the most learned fool." No one, however, will go to these vivacious sketches for exact information. They will go for diversion, and they will get it. Miss Scott's too-favourable estimate of this lamentable line of rulers need not be taken seriously. Their fate was a sad one, and they brought it on themselves. Unfortunately, they involved their two kingdoms in their woes.

Germany's Air Force. By O. LEHMANN-RUSSBUELDT. (3s. net. Allen & Unwin.)

This little book, packed with authentic information, and prefaced by a powerful introduction by Mr. Wickham Steed, should be in the hands of every lover of peace in Europe. It is a damning exposure of Germany's prodigious preparations for offensive warfare by means of aircraft and poison-gas. It ought to do much to rouse the nations to a sense of the terrible new peril that menaces them.

Problems of Peace. Ninth Series. *Pacificism is not Enough : Lectures delivered at the Geneva Institute of International Relations, August, 1934.* By W. E. RAPPARD, A. E. ZIMMERN, ETIENNE DENNERY, G. P. GOOCH, C. ATTLEE, Sir NORMAN ANGELL, A. DEL VAYO, E. J. PHELAN, J. B. CONDLIFFE, R. MACIVER, L. R. ROBINSON. (8s. 6d. net. Allen & Unwin.)

This ninth volume of Geneva lectures is devoted to a consideration from different points of view of one central problem, namely, the problem of securing and maintaining peace. The outstanding lectures are Dr. Gooch's on The Growth of Nationalism, Prof. Zimmern's on the Great Powers in the League of Nations, and Sir Norman Angell's on Pacificism and Defence.

Our Last Two Thousand Years : an Irishwoman's History of England. By EILEEN MURPHY. (6s. net. Dickson & Thompson.)

A light and extremely superficial survey of English history by a kindly and sympathetic Irish lady who wishes to bridge the gulf of misunderstanding which divides her own people from the English. Slight as it is, however, it is full of interest and it should be widely studied in this country. For it shows how the salient facts of English history appear to an essentially alien mind.

The Teaching of History in Schools : a New Approach. By F. R. WORTS. (7s. 6d. net. Heinemann.)

Roman Britain. By C. M. FRANZERO. (5s. net. Allen & Unwin.)

Men and Movements in European History. By G. C. DARLASTON. Part I. *The Middle Ages.* (2s. 6d. Bell.)

Housewives and Downing Street : an Average Woman Looks at the Work of the National Government. By JOANNA BRIGHT. (2s. net. Nicholson & Watson.)

A Brief World History. By Prof. N. W. DEWITT. (10s. 6d. net. Toronto : Macmillan.)

The World Since You were Born : a Junior History of Recent Years. By HEBE SPAULL. (2s. 6d. Macmillan.)

Britain in the Eighteenth Century, 1688 to 1815. By Dr. M. W. KEATINGE and D. G. PERRY. (Life and Progress Histories, Book IV.) (3s. Black.)

The Ratification of International Conventions : a Study of the Relationship of the Ratification Process to the Development of International Legislation. By Dr. F. O. WILCOX. (12s. 6d. net. Allen & Unwin.)

Makers of England. By N. H. GIBBS and L. W. T. GIBBS. Book I. *Medieval Times.* Book II. *Early Modern Times.* Book III. *Later Modern Times.* (Cloth Boards, 2s. each. Limp Cloth, 1s. 9d. each. Oxford University Press.)

A History of Rome : from 753 B.C. to A.D. 410. By C. E. ROBINSON. (6s. 6d. Methuen.)

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MODERN LANGUAGES

On Frappe les Trois Coups! By S. TURNBULL. (1s. 6d. Oxford University Press.)

These eight playlets or sketches are intended for beginners in French. As reading matter they will be useful for everyday phrases, and if acted they will help oral work considerably. As the author says, plays fit for beginners are usually too babyish for pupils of 14 or 15, so he has written these to supply a need. There are illustrations, exercises, and a vocabulary.

Madame Sans-Gêne: Comédie en trois Actes et un Prologue. By V. SARDOU and E. MOREAU. Edited with Introduction, Notes, Questionnaire, and Vocabulary by Dr. D. C. CABEEN. (2s. 6d. Harrap.)

Any one who ever saw Réjane act in *Madame Sans-Gêne* would agree that it was one of the most unforgettable evenings of his life. The play is of the stage stagey, and Sardou himself would have been the last to claim it was literature. Moreover, the ungrammatical French that the valiant laundress has to speak will make it difficult (if not unsuitable) for school use. But for an advanced student with a knowledge of French history, what a treat! The notes are unusually full and explain the state of Europe at the time. There are questionnaires on the text and a complete vocabulary.

Nelson's French Comprehension Tests: in Prose and Verse. By Dr. F. C. ROE. (1s. 6d. Nelson.)

Mr. Roe is disturbed at the little result that is left in after life from the many years of struggling with the French language, full of valuable mental training and discipline. He suggests that for the average student who leaves school after the School Certificate, insistence should be laid on reading, so that the doors of a great literature should not be closed to him. For this reason, comprehension tests have been introduced into examinations. It enables the reader to concentrate on the story (*Monte Cristo* or another). To give practice in comprehension, he has collected sixty-nine prose and twenty-seven verse extracts, and after each there are questions to answer, both in French and English and a composition to write. At the end are examination papers. This should prove an excellent book for non-specialists.

Four Centuries of French Poetry. Compiled by Dr. M. W. MURRAY and E. CASATI. (2s. Rivingtons.)

French verse is becoming more popular in England and the old jibe that the French could write only prose is forgotten. The authors have collected 122 poems, of which the majority are old friends. As they are printed in chronological order, a teacher will have to make a choice of the easier examples for his beginners. One by Voltaire on England will be new to most readers and so will several of those by recent poets. The book is most clearly printed and should serve its purpose well. The notes are restricted to explanation of old French and historical allusions, so the student can translate under examination conditions and have no illusions about his powers, which are often the result of frequent notes and vocabulary.

French Plays for To-day. By M. THIÉRY. (1s. Longmans.)

Plays, like verse, are becoming more popular. These five have been written by the author to provide easy and lively material for children from 12 to 14 years of age. They should be of great use.

Contes Bretons: from the Works of Anatole Le Braz. With Introduction, Notes, and Vocabulary, by C. A. BRUCE. (2s. 6d. Harrap.)

Anatole le Braz, like Charles le Goffic and Ernest Renan, is a true son of Brittany. These Breton tales are not similar to the usual French stories; they have to do with peasants and sailors. They should be popular with our own Celtic races. There are notes and a full vocabulary.

Practical French Proses: for Matriculation and School Certificate. By J. M. BENN. (1s. 6d. Rivingtons.)

This collection of ninety proses to be translated into French should be useful to a Matriculation form. They break fresh ground and many are conversational.

A French Grammar and Exercise Book. By E. F. HORSLEY and C. L. A. BONNE. (3s. 6d. Rivingtons.)

The experienced authors have endeavoured to provide the essentials of French accidence and syntax with a large number of exercises. It would be useful for revision of weak points in grammar as the exercises are all sentences and would push home a difficult rule.

Der Sprach-Brockhaus: Deutsches Bildworterbuch für Jederman. (5 RM. Leipzig: Brockhaus.)

This is an outstanding example of German thoroughness and competence. In 760 pages it gives the definitions of every German word of any importance, and those teachers who prefer a dictionary with explanations in the foreign language—as *le petit Larousse* in French—will welcome this one. What adds to its usefulness are the many illustrations on almost every page, explaining in the clearest way the exact meaning of all technical terms, such as the parts of ship, or of a motor car, or of dress and armour.

A Modern German Course. By A. BLADES. (5s. University Tutorial Press.)

A capable treatise sufficient for the first two years of German, clearly printed and arranged. All German words are in Gothic script.

Adolf Hitler, der Führer des deutschen Reiches: a Short Account of his Life and Work. By K. SCHULZE and H. E. LEWINGTON. (1s. Limp Cloth, 1s. 3d. Harrap.)

This short account of the life and work of Germany's dictator is certainly of immediate interest to those in England who know very little of him except through the daily press. Pupils will like to know more of one so much in the public eye and it is a great pity that so few now learn German. It contains forty-two pages of clearly printed type and a full vocabulary.

Anatole est un Pur! Comédie en un Acte en Prose. By R. JEAN-BOULAN. Edited by P. G. WILSON. (1s. 3d. Macmillan.)

Plays are becoming popular with editors, as it is found that they teach those colloquial phrases which are often found in recent examination papers. But the majority of French plays are unsuitable for class use, therefore they must be bowdlerized or special ones must be written. Mr. Wilson has had difficulty in finding a suitable play, and he has suppressed but a few over-picturesque expressions.

Modern Italian-English Conversations. Italian, by C. T. SAMBUCETTI and F. TAVANI. English by P. DUPAYS. (2s. Pitman.)

Junior French Unseens: Sixty Passages for Sight Translation. Selected by Dr. W. M. DANIELS. (8d. Harrap.)

Mes premières Aventures. Adapted from *Les Mémoires d'Alexandre Dumas*, by Dr. W. M. DANIELS. (1s. 3d. Harrap.)

Essentials of Modern German Grammar. By J. A. CORBETT. (3s. Harrap.)

Légendes et Contes de France. Racontés par Dr. F. A. HEDGCOCK et Prof. R. HUGHES. (2s. 3d. University of London Press.)

Contes de France. Edited by V. COHEN. (2s. 6d. Bell.)

Progressive German Course. By J. MCPHEE and R. M. JACK. (3s. 6d. Pitman.)

The Pronunciation of Spanish. By W. F. STIRLING. (4s. 6d. Cambridge University Press.)

La Nuit du Carrefour. By G. SIMENON. Edited by P. W. PACKER. *La Souricière.* By ÈVE P. MARGUERITTE. Edited by H. F. DIGGLE. (Paper, 10d. each. Limp Cloth, 1s. 2d. each. Oxford University Press.)

The Third French Course for Seniors. By H. F. KYNASTON-SNELL. (3s. net. Gregg Publishing Co.)

French Unseens for Middle Forms: Sixty Passages for Sight Translation, graded to Fifth Form Standard. Selected by Dr. W. M. DANIELS. (8d. Harrap.)

Douze Contes Faciles. By B. YANDELL. (1s. 6d. Bell.)

Living French. Grade A. *Contes des Cent un Matins.* By E. PÉROCHON. Adapted and Edited by V. COHEN. (1s. Longmans.)

The Elements of French Grammar: with a Chapter on French Sounds, their Phonetic Symbols and the Ordinary Orthography, List of Words for Practice in Pronunciation and Spelling, and an Alphabetical Index. By O. SIEPMANN. (1s. 6d. Macmillan.)

Macmillan's School-Certificate and Matriculation French Course. By O. SIEPMANN. Part II. (3s. Macmillan.)

According to the announcement list issued by the Harvard University Press, sixteen volumes were added during 1934 to the Loeb Classical Library, and this year a further twenty-five are being produced. The aim of this series is to produce accurate texts and adequate translations of Greek and Latin authors, the text and translation appearing on facing pages.

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PHILOSOPHY AND PSYCHOLOGY

Educational Psychology. By Prof. A. C. EURICH and Prof. H. CARROLL. (7s. 6d. Heath.)

Educational Psychology. By Prof. J. B. STROUD. (10s. 6d. net. New York: Macmillan.)

Here are two additions to the large number of American textbooks on Educational Psychology. The first, from Minnesota, narrows its scope to three general problems: (1) the measurement of abilities, achievements, and other aspects of personality; (2) individual differences and differentiated instruction; and (3) learning. Measurement is the keynote of the whole book, and with regard to every topic the findings of research are quoted. For this reason the book will be of considerable value to English workers who have no easy access to the results of recent American research. Full references to the original publications are given at the end of each chapter. The second book is from Kansas, and its scope is wider. It aims at discussing "the psychological facts and principles which have particular reference to educational problems," and includes all the usual topics as well as a good deal of physiology. Unlike many American textbooks, it gives the first chapter to the instincts, and in this as in other chapters the author shows his knowledge of English authorities. No topic is treated fully, but the book gives a useful survey of a wide field.

Personality and the Family. By Prof. H. HART and ELLA B. HART. (8s. 6d. Heath.)

This book was written for American students, and aims at helping them, firstly to achieve well-adjusted personalities and become successful husbands and wives, and secondly to guide others to the same end. It treats of a larger number of topics than are usually found in one textbook, ranging from sexual promiscuity and finding a mate to understanding parenthood and family counselling. The authors have wide knowledge of student life in the States, as well as of recent work in social statistics, and their advice is in the main based on sound principles.

I and Me: a Study of the Self. By Dr. E. G. HOWE. (7s. 6d. net. Faber & Faber.)

The Single Woman and Her Emotional Problems. By Dr. LAURA HUTTON. (5s. Baillière, Tindall & Cox.)

The Use and Interpretation of Elementary School Tests. By Prof. H. A. GREENE and Prof. A. N. JORGENSEN. (15s. net. Longmans.)

An Introduction to Space Perception. By H. A. CARR. (12s. 6d. net. Longmans.)

Testing and the Uses of Test Results. By Dr. E. A. LINCOLN and L. L. WORKMAN. (8s. 6d. net. New York: Macmillan.)

The Foundations of Human Nature: The Study of the Person. By Prof. J. M. DORSEY. (12s. 6d. net. Longmans.)

Educational, Psychological, and Personality Tests of 1933 and 1934. By Prof. O. K. BUROS. (Studies in Education, No. 7.) (50 cents. New Brunswick, New Jersey: School of Education, Rutgers University.)

The Theory of Education in Plato's Republic. By R. L. NETTLESHIP. (2s. 6d. net. Oxford: Clarendon Press.)

This essay, contributed to the volume *Hellenica* in 1880, has ever since been known and valued by serious students of educational theory, as well as by students of Greek philosophy. In education we are necessarily troubled about many things, and are only too apt to forget the one thing that is really needful if we would see all else in proper perspective. And as Mr. Spencer Leeson, who has edited this reprint, remarks, Plato calls us back to first questions and first principles. And no one was ever better qualified to introduce us to Plato's thought about education than the author of this essay. We are glad to have it in a form which does credit to editor and publisher alike.

Plato's Thought. By Prof. G. M. A. GRUBE. (12s. 6d. net. Methuen.)

RELIGIOUS KNOWLEDGE

The Oxford Book of School Worship. Part I. *Infants.* (1s. net. S.P.C.K.)

We recommend this little book to those who are responsible for young children's daily prayers in school. The schemes of worship suggested are fresh and simple, and will help teachers in experimenting for themselves.

Religion and Psychotherapy: a Plea for Co-operation. By A. GRAHAM IKIN. (3s. 6d. net. Student Christian Movement Press.)

The purpose of this book is "to show the need for co-operation between psychologists, doctors, clergy, and educationists if the life of the spirit is to be lived out adequately under modern conditions and so provide the unification essential for the survival of our civilization." Miss Ikin's religious sincerity is supported by good qualifications in psychology, and her book will interest others besides clergy and medical men. Her plea for more understanding and sympathy on both sides is clearly justified by the increasing recognition that much medical and spiritual territory overlaps. In psychology in particular the layman rightly feels that a little knowledge is a dangerous thing—and it may be added that the claims and methods of some of those who use the title "psychotherapist" do not inspire confidence; but Miss Ikin does not suggest that every doctor and parson should be his own psychologist in cases on the border line between religion and medicine, but that there should be "a sound consulting service for spiritual problems to which psychotherapists, educationists, and clergy might bring their problems." This seems reasonable—not a few clergy and schoolmasters could testify to the help they have received from a sympathetic medical psychologist. The style of the book would profit by a careful revision.

The Growth and Structure of the Gospels. By B. K. RATTEY. (2s. 6d. net. Oxford University Press.)

The Bishop of Bradford commends this book, in a foreword, as one which "will enable teachers to help their pupils—without in any way upsetting their faith—to attain some proper understanding of the way in which Gospel-criticism conduces to an intelligent appreciation of the abiding value and interest of the evangelic records." This sentence indicates the limitations as well as the merits of what Miss Rattey writes. She gives a workmanlike account of the literary relationships of the Gospels as they have been estimated by more conservative English scholarship, *e.g.* the S.P.C.K. *New Commentary*—and in this respect her book is a good introduction to the study of the Gospels for a teacher who has no previous knowledge of the subject. She takes no account, however, of more recent continental work—the term "form-criticism" is not mentioned, and little is said of that vital formative period, before any written records came into existence, during which the tradition was being moulded—in some degree, indeed, created—by the influences of Christian missionary apologetic. Criticism, it seems, must be restricted if it begins to conflict with orthodoxy; to use the Bishop's words, nobody's "faith" must be "upset." Is it not more courageous, and in the long run wiser, to maintain that Christianity has nothing whatever to fear from the search for truth, wherever it may lead, and that there is everything to be gained by the frank acceptance of new knowledge? Nevertheless, we recommend Miss Rattey's book—but we should like teachers to supplement it with B. S. Easton's *The Gospel before the Gospels* (Allen & Unwin, 1928; 3s. 6d.).

The Gospel as revealed to Simple Simon: Some Chats to Children only whatever their Years. By E. H. THOMPSON. (3d. Weybridge: The Priory Library, Temple Market.)

The Thinker's Library. No. 52. *Five Stages of Greek Religion: Studies based on a Course of Lectures delivered in April, 1912, at Columbia University.* By Prof. G. MURRAY. No. 53. *The Life of Jesus.* By E. RENAN. No. 54. *Selected Works of Voltaire.* Translated by J. MCCABE. (1s. net each. Watts.)

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SCIENCE

The Animal Year Book. Volume III. Edited by Dr. C. M. KNIGHT. (2s. 6d. University of London Animal Welfare Society.)

This volume contains, *inter alia*, a sound and informative chapter on " Humane Education " that merits the attention of teachers of biology, especially those of juveniles.

The Teaching of Biology. By MARY E. PHILLIPS and LUCY E. COX. (4s. 6d. net. University of London Press.)

This thoughtful book by two experienced teachers appears at an opportune moment, for the claims of biology are becoming more widely recognized, and it is essential that the subject should be rightly presented. The book is in three main sections —The general principles underlying biological teaching, general method, and special method. There can be but few school teachers of biology who will not gain something from each of these sections.

The Biology of Flowers. By W. O. JAMES and A. R. CLAPHAM. (8s. 6d. net. Oxford : Clarendon Press.)

This is eminently a book for teachers and students. The substance of the first five chapters is contained in most textbooks ; but the instructions and hints on the practical examination, drawings and descriptions of flowers are clearly the outcome of personal experience of the common faults of beginners. The entomophilous flowers selected for treatment are grouped according to the kinds of insects by which they are pollinated.

Zoological Technique : for Teachers and Senior Students. By T. L. GREEN. (5s. net. Allman.)

This book will be found useful by all teachers of zoology, and especially by those who have undertaken to teach it without themselves having been trained by a thorough course in the subject. Information is given as to how and where to obtain material, how to preserve it either for dissection or for the microscope ; and the whole technique of staining, mounting, &c., is fully explained. If a second edition is called for the author should correct some spelling mistakes, *e.g.* " innoculate," " miricidia," " paramoecium," " turgour " ; and put " 15 " for " 14 " on page 18, line 35.

(1) *A School Course in Hygiene : Being an Adaptation for School Use of " A First Course in Hygiene."* By Dr. R. A. LYSTER. (3s. 6d. University Tutorial Press.)

(2) *Some Methods in Health Education.* By M. B. DAVIES and L. WILKES. (2s. 6d. Longmans.)

(3) *Some Aspects of Child Hygiene : a Book for the Use of Training Colleges and Practising Teachers.* By Dr. MARY G. CARDWELL. (3s. net. Pitman.)

Each of this trio views the subject with a different standpoint and object. The first part of (1) is an elementary course of human physiology : it is followed by chapters on personal, domestic, and social hygiene, first aid, and communicable diseases. A list of anatomical and scientific terms, showing how they should be pronounced is appended. Of the three (1) only is suited for class work : (2) and (3), however, deserve the attention of all teachers, whether or no of science. (2) Will be useful to those who adopt the Dalton method : and (3) which has been compiled with free (and acknowledged) use of scissors and paste is a valuable guide for all who have constantly in mind the health of the children, and desire to be able to detect the early indications of departure from the normal.

Intermediate Physics. By Dr. C. J. SMITH. Second Edition. (16s. net. In Separate Parts. *Properties of Matter.* 3s. net. *Heat.* 4s. net. *Optics.* 4s. net. *Acoustics.* 2s. net. *Magnetism and Electricity.* 6s. net. Arnold.)

The aim of this edition is (1) to explain in greater detail the more elementary parts of the subject, (2) to add an account of that portion of physics essential to scholarship candidates, and (3) to endeavour to give definitions, and to use equations, which are correct dimensionally. The volume has been considerably enlarged, and the important additions include a section on the theory of dimensions, together with instructive examples. The chapter on radiation and Part V, on electricity and magnetism, have been re-written ; and we notice a useful new section on supersonics. The student is still told (page 740) that the ampere is defined as one-tenth part of the electro-magnetic unit because, for many purposes, the latter unit is inconveniently large.

Low Temperature Physics. By Dr. L. C. JACKSON. (3s. net. Methuen.)

This short monograph gives full information concerning the more important sections of the phenomena which have been observed at temperatures below that of liquid air. The phenomena discussed are the production and measurement of low temperatures, the preparation of liquid and solid helium ; also specific heats, electrical conductivity and magnetic properties at temperatures near to the absolute zero. An extensive bibliography is added.

High Voltage Physics. By L. JACOB. (3s. net. Methuen.)

The subjects of the chapters in this informative monograph include the production and the measurement of high voltage, high voltage electrons, and positive ions, and the phenomena observed with gaseous, liquid, and solid dialectrics. There is a full bibliography.

Atomic Physics. By Dr. M. BORN. Authorized Translation from the German Edition by Dr. J. DOUGALL. (17s. 6d. net. Blackie.)

The name of Max Born is sufficient guarantee of the authoritative character of this volume on atomic physics, which should become a standard work for students of modern theories. In these times of rapid progress it provides an up-to-date and intelligible summary of our present knowledge, including an account of the discovery of new elementary particles and the elucidation of the properties of atomic nuclei. Many readers will welcome the introduction of the author's own ideas which may, it is hoped, serve to clarify some of the outstanding difficulties of the quantum theory. The book contains eight chapters covering about 250 pages and the theoretical discussions are comparatively simple, the mathematical proofs being collected in a series of Appendices. We can confidently recommend this book to all serious students of the subject.

An Introductory Course in College Physics. By Prof. N. H. Black. (15s. net. New York : Macmillan.)

In preparing this book, the author had in mind not only the future engineer and physician, but particularly the business man who is constantly called upon to handle the commercial developments of the discoveries which come out of the physical laboratory. The book is very fully, and beautifully, illustrated ; and, too, it is well printed. It deserves much commendation, and may well be recommended as a book of reference for junior departments of schools. In certain respects it is more appropriate, as a class-book, to American students than to British ; there are occasional cases where the orthography differs from that which is recognized on this side of the Atlantic ; and a few of the diagrams, *e.g.* a map of isogonals for the North American Continent, would be of limited interest.

General Science. Part IV. By F. FAIRBROTHER, E. NIGHTINGALE, and Dr. F. J. WYETH. (3s. 6d. Bell.)

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Modern Science. Book II. *Chemistry.* By G. W. MANFIELD. (2s. 3d. Macmillan.)

Fundamentals of Biology. By J. W. STORK and Prof. L. P. W. RENOUF. (6s. Murray.)

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Botany as an Experimental Science in Laboratory and Garden. By Dr. LILIAN J. CLARKE. (6s. net. Oxford University Press.)

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Physical Principles and Applications of Magneto-chemistry. By Prof. S. S. BHATNAGAR and Dr. K. N. MATHUR. (21s. net. Macmillan.)

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Manuel de Falla and Spanish Music. By J. B. TREND. (8s. 6d. net. Allen & Unwin.)

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How to Teach Swimming. By S. G. HEDGES. (2s. 6d. net. Methuen.)

In this book Mr. Hedges gives much useful matter mainly for those who teach swimming and diving to children in schools and clubs. There are also chapters on life-saving, tests, competitions, and galas. The book is well illustrated.

I Must be Healthy. By W. E. WHATLEY. (10d. McDougall's Educational Co.)

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Exercise Without Exercises. By S. A. DEVAN. (3s. 6d. net. Methuen.)

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A Manual of Hockey. By P. A. ROBSON. (3s. 6d. net. Methuen.)

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New Team Games for Junior and Senior Schools. By W. J. MATTHEWS and LORNA J. MITCHELL. (2s. 6d. net. Pitman.)

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National Education Association. *Annual Report,* 1934–5.

Government of Palestine. Department of Education. *Annual Report,* 1933–1934. (100 Mils (2s.). Jerusalem: Printing and Stationery Office. London: Crown Agents for the Colonies.)

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The Academic Assistance Council. *Second Annual Report, 20th July,* 1935.

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Board of Education. *Prospectus of the Royal College of Art,* S. Kensington, London. Session, 1935–1936. (6d. net. H.M.S.O.)

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The Professional Classes Aid Council. *Annual Report,* 1934–1935.

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University of London. *Regulations for Inspection and Examination of Schools,* 1937. (6d.)

The Claim of Antiquity, with an Annotated List of Books for those who do not read Greek or Latin, issued by the Councils of the Societies for the Promotion of Hellenic and Roman Studies. Fourth Edition, revised throughout by B. ASHMOLE, R. H. BARROW, N. H. BAYNES, and H. LAST. (1s. Oxford University Press.)

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University Entrance Scholarships: Subjects and Standards

X.—SCHOLARSHIPS IN SCOTLAND

I

By DAVID DRYSDALE, M.A., B.Sc., Rector, High School, Arbroath

THE curriculum of the Scottish secondary schools is dominated, and, to a considerable extent, determined by the Leaving Certificate Examination. This examination is conducted annually by the Scottish Education Department, which sets the written papers, assesses the candidates' answers, and conducts the practical examinations in the subjects where these are required. English (including language, literature, and history), a foreign language (ancient or modern), and either mathematics or science are compulsory subjects in the normal presentation. Papers are set in two grades of each subject except English, the additional mathematical subjects (geometry and elementary analysis), and the science subjects (other than geography), and the minimum presentation is in four subjects (of which at least two must be on the higher standard), though many students profess five and some six. The additional subject or subjects may be taken from a wide variety of options.

Success in the Leaving Certificate Examination is the ambition of every student who enters on the secondary course, largely, no doubt, because the Leaving Certificate has a utility value as a passport of entrance to the universities and to the professions. The age of entry on the course is normally 12, and the Certificate Examination is taken in the fifth year, the average age of the students being thus 17 plus, though a bright pupil entering at the age of 11 can easily take it at 16.

All the Scottish universities have the same entrance examination conducted by a Joint Board, which accepts the Leaving Certificate—subject to certain conditions as to the subjects and grades of the passes endorsed upon it—as entitling the holder to enter upon a graduating course without further test. The universities of Scotland naturally draw their supply of students almost exclusively from the Scottish secondary schools, and the students, owing to the circumstances just mentioned, possess a general uniformity of educational background. The universities recognize this fact, and their Entrance Scholarship Examinations, or as they are called in Scotland, Bursary Examinations, present as broad a field as does the Leaving Certificate. Specialization either in the schools or in the bursary examinations is not carried to the same extent as it is in England.

While a proportion of the students leaving school for the universities do so directly upon obtaining the Leaving Certificate at the end of their fifth year, those who wish to sit for the Bursary Examination generally stay on for a sixth year, so that in the schools the sixth form is usually a bursary class. The year is devoted to intensive preparation in the subjects of the Bursary Examination. For many students a bursary is an economic necessity; without it a university career is an unattainable luxury. For others a high place in the examination is mainly an academic honour for the student and a coveted distinction for his school. While this is so and while there is keen competition among the schools to secure the first place in the Bursary Competition at one or other of the universities, it is probably true to say that the honour does not confer upon the student such a distinctive hall-mark of excellence, either then or in his subsequent career, as it does at Oxford or Cambridge.

Each of the four universities conducts its own examination. The conditions prescribed as to choice of subjects vary widely, but there are certain similarities between the schemes of St. Andrews and Glasgow and between those of Edinburgh and Aberdeen. All four universities prescribe either four or five subjects, but the latter pair have an alternative scheme of only three subjects with additional higher papers in one or two subjects of the selected group. The alternative scheme provides opportunities for greater specialization, with, naturally, a higher standard of attainment in a special department. Edinburgh, indeed, a few years ago considered offering an even more specialized type of examination somewhat analogous to those provided by the older English universities, but the scheme was abandoned as being alien to the Scottish tradition.

The simplest scheme is that of St. Andrews, in which there is a compulsory English essay on a topic of general interest, four alternatives being usually given, and four subjects to be selected from a list of twelve—English, Latin, Greek, French, German, Italian, Spanish, Gaelic, mathematics, physics, chemistry, and biology (botany and zoology). In each subject there are two papers of two hours' each, the second paper in English being history (British and European). Geography, it will be noticed, does not appear as a subject, nor does history, except as an integral part of the English papers. Though there are separate papers in botany and zoology, they count together as one subject. The time required for the examination is seventeen hours.

In Glasgow the subjects are arranged in three groups, which correspond to a similar grouping in the Leaving Certificate Examination, namely, Group I, English and history; Group II, languages (classical and modern); Group III, mathematics and science. The subjects are the same as at St. Andrews, except that Russian is added to the languages, and history and geography appear as separate subjects. Zoology, however, finds no place in the scheme, but botany is an independent subject in which there is a practical examination as well as a written paper. There are two papers of two and a half hours' each in all subjects, except history, geography, and botany, in which there is only one paper, and a candidate must take eight papers in not more than five subjects, subject to the conditions that the first English paper, which prescribes an essay and may

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contain " general questions to test intelligence and ability to write lucidly and grammatically," is compulsory, and each candidate must include at least one paper from Group II, that is, in a language other than English, and one paper from the mathematics and science group in his selection. Though it is obviously possible for a candidate to choose eight papers from only four subjects, very few in fact do so, the great majority spreading their papers over five subjects.

The other two universities have alternative schemes for their Entrance Bursaries, while Aberdeen, differing in this respect from all the other universities, has a third scheme for Bursaries in Science. For Bursaries in the Faculty of Arts at Aberdeen, Scheme A provides papers in English, mathematics, Latin, Greek, French, German, Gaelic, Spanish, and natural philosophy (the old Scottish name for physics), including mechanics. Five subjects have to be selected and the first three mentioned are compulsory. Under Scheme B, which was introduced only this year, the subjects are the same as those for Scheme A with the addition of history, and candidates offer three subjects taking five papers, two of which are on a higher standard. The higher standard papers are set in all subjects except history. The subjects and papers are divided into four groups, classics, modern languages, English, and mathematics, and a candidate can offer only the papers prescribed for the group.

The classics student, besides taking the ordinary and the higher papers in Latin and in Greek, is required to take one other ordinary paper in any subject outside the group. The same regulation applies to the modern language group, any two of the four modern languages being selected instead of classics. In English the two compulsory subjects are English and history, but as there is no higher paper in history, a second higher paper has to be taken in another subject. In mathematics an option is allowed, the reason for which is not readily apparent. The compulsory subjects are mathematics and natural philosophy, but whereas the candidate must take both the ordinary and the higher papers in the former he need take only the ordinary paper in natural philosophy, offering instead of the higher paper in that subject a higher paper in another subject. The regulations for the science bursaries are similar to those for Group A of the Arts scheme, except that the compulsory subjects are English and mathematics only, while chemistry is included among the alternatives. All papers are of three hours' duration, except that ordinary mathematics consists of two two-hour papers.

Edinburgh differs from the other universities in that English is not a compulsory subject, neither as an essay paper as at St. Andrews and Glasgow, nor as a paper in language and literature as at Aberdeen under Scheme A. The subjects in which papers are set are Latin, Greek, mathematics, French, German, English, history, Italian, Spanish, Celtic, and natural science, and every candidate is required to select two from the following four alternatives: 1, Latin; 2, Greek; 3, mathematics; 4, French or German or Italian or Spanish. Subject to this condition, a candidate may offer either four different subjects or three subjects with an additional higher paper or papers in one of them, the additional paper or papers counting as equivalent to a fourth subject. In each subject there are two ordinary papers, and a single higher paper except in mathematics, where there are two higher papers. Natural science, it will be noted, is a single subject. Five papers are set: natural philosophy I (dynamics, heat, and the general properties of matter), natural philosophy II (electricity, light, and sound), chemistry, botany, and geography, and candidates taking natural science as a subject may select any two of the five papers. The additional paper is a combined paper in the two subjects selected. A further point of interest is that the classical student taking the ordinary papers in both Latin and Greek, and wishing to confine himself to three subjects, may take as the additional higher paper either the higher paper in Latin, or the higher paper in Greek, or a combined paper in Latin and Greek.

The Entrance Bursaries awarded on the results of these examinations are partly in the gift of the several universities, and partly in the gift of outside patrons, usually bodies of trustees having the administration of an educational endowment who make use of the examination for the purpose of discrimination between eligible candidates. Bursaries awarded directly by the universities are either open or preferential. If the former they may be awarded to any candidate declared successful in the examination; if the latter they are restricted to special groups of candidates—those from a particular school, parish, or county, or those bearing a particular surname. The bursaries vary in value from about £73 to £12 per annum and they are tenable for periods of from three to five years.

Some bursaries are tenable by men only, some by women only, others by both men and women. With almost all bursaries neither the award nor its amount depends on the parents' financial circumstances. A few bursaries, granted by outside patrons, are restricted to students who require pecuniary aid in obtaining a university education. In the main, however, the marks obtained in the examination are the determining factor in the award of bursaries.

The Harkness Residential Scholarships of the annual value of £100 for three or four years, awarded by the University of St. Andrews and tenable only by men, are in a class by themselves, since candidates, besides taking the Entrance Bursary Examination under the same conditions as candidates for bursaries, have to appear for a *viva voce* examination held immediately thereafter. Normally five of these scholarships are awarded annually and the University has, in addition, other three residential scholarships (two of them confined to certain areas) awarded under similar conditions. The method of selection is not officially stated, but personality and character, as well as scholarship, appear to weigh in the award. The headmaster of the school attended by each candidate is asked by the university to furnish a confidential report, giving in some detail an account of his school career, attainments, intelligence, athletic record, and general character. These scholarships are coveted distinctions. There is keen competition for them, and they have attracted candidates from all over the country, from England and from Northern Ireland.

The Cowan House Residential Scholarships at Edinburgh are in a similar category. Their aim is to attract " young men, who in respect of intellectual force or other personal characteristics, are likely to have a useful influence on their fellow-students, and to become a credit to the University."

Local education committees (of the cities and counties) have power under Section 4 of the Education Act of 1918, " to assist any duly qualified person resident in their education area to enter or attend a university." The assistance given in this way is usually termed a bursary, but in the great majority of areas, if not in all, the award does not depend on an examination (competitive or qualifying), but on a report from the headmaster that the candidate is qualified and fitted to benefit from the course proposed, and on the applicant's financial circumstances. Such bursaries are therefore outside the scope of this paper, but the matter is referred to here as the practice of the Scottish authorities in this respect differs from that of the English county and borough authorities whose awards are made usually on the results of the Higher School Certificate. It may be noted also that in Scotland no grants are made by the Scottish Education Department corresponding to those awarded by the Board of Education to intending entrants to the teaching profession.

In spite of the somewhat bewildering variety of conditions imposed by the different universities for their Bursary Examinations there are certain common characteristics which are worthy of notice. In the first place the papers, as a general rule, follow the lines of the Leaving Certificate

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Examination, though, of course, with a higher standard of difficulty. In the latter examination, for example, there are no prescribed books in any subject, and the universities adopt the same practice. Each university issues a syllabus giving, in general outline only, the scope of the papers to be set. In certain subjects it is specifically stated that the papers will " follow generally the lines of the Leaving Certificate paper." Again, the universities either permit or require a candidate for a Bursary to be examined in four or five subjects, the examination in this respect resembling the Leaving Certificate, which requires at least four subjects.

Thus the scope of the Entrance Bursary Examinations is wider than the corresponding Scholarship Examinations in England. The exception to this rule is the alternative schemes at Edinburgh and Aberdeen where only three subjects need be offered with one or two additional higher papers. In 1934 and 1935 about half of the candidates at Edinburgh chose the more specialized scheme, but it is nteresting to note that nearly two-thirds of the candidates placed highest in the merit-list had taken the three-subject alternative. In the first dozen, indeed, all but two had done so. It would seem, therefore, if the examination succeeds in selecting the most gifted students, that pupils of ability prefer to specialize in their best subject or that the examination is purposely designed to select such students. The latter explanation is exceedingly improbable, and one is forced to the conclusion that the exceptionally gifted pupil finds it easier to secure a high place by taking the more restricted but more exacting alternative. On other grounds this is not surprising. By the age at which the examination is taken the bent of the student's mind has been set in a particular direction either by the type of ability displayed, by the conditions of the school curriculum, or, as often happens, by the enthusiasm and encouragement of a particular teacher.

(*To be continued*)

Semi-Drama in the Class-Room

By MARGARET STEPPAT, Maria Grey Training College

(Author of *Shakespeare in the Class-room*)

IT is about a quarter of a century since the first accounts of the use of dramatic activity in the class-room were published. But they were then regarded as play methods, which must remain Utopian to busy teachers hedged about by examination demands and a crowded syllabus. Yet in a generation, their scope has been widened, adapted to many subjects, fearlessly used in all parts of the school, and, more remarkable still, but rarely applied in the letter and not in the spirit.

A striking change, for example, has taken place in the study of Shakespeare and other dramatists. Twenty-five years ago these were studied almost entirely *am grünen Tisch*, as the Germans say. Genial critics, who left school then, are still unaware of what has happened and continue to fulminate against the " killing " of Shakespeare in adolescent study. Mr. Bernard Shaw shivers at the thought that his plays may enter a school. They frequently do, but in the process they gain life. It may be said that a pupil leaving school at the age of 16 nowadays has a very fair knowledge of what drama is, and many vivid memories of Shakespeare's and other plays. These are mainly the result of a more dramatic treatment. The text is read " semi-dramatically " before the class—that is, there is no attempt at setting, dress, or properties, and very often in senior classes, where there is self-consciousness, even gesture, particular posture, and much inflection of the voice seem to be avoided. Yet even so, the interest is absorbing and the subsequent knowledge of the play, instead of being confined to the text and tested by paraphrase, grammatical analysis, and philological detail, is based on a study of the whole as a constructed work of art, expressing a conflict of human wills in story form. The persons become characters who are watched, judged by their actions, and studied as real people may be. This is in itself a good equipment for boys and girls who will shortly have to judge real people in their environment. But, in addition, their understanding and knowledge of the play is found to be more complete, accurate, and satisfactory than was once the case, and their critical faculty is founded and helped in forming. Memory work is undertaken as before, but rather whole scenes are learned than notable speeches dragged from their context.

It is therefore not surprising that the school play should have become more frequent, more catholic in selection, and better in quality. New school buildings are now regularly equipped with a stage, curtain, and lighting apparatus in the assembly hall. An enormous amount of labour and enthusiasm goes into the production, but it should be borne in mind that the performers are not only amateurs, but immature young people at that. The partial eye of the teacher sees the performance in relation to what the child has achieved, while the professional critic, if by some most unjustifiable error he has been admitted, knows no better than to apply his professional criteria, to say that the players lack technique, that the play does not reach West End standard, and there is resentment and bitterness. The result of this has sometimes been to persuade the teacher-producer to offer a play which he and his flock can first see in a theatre, so that the missing technique may be easily supplied. Such procedure may produce something that is superficially more pleasing, but it has made the acting merely imitative, not presentational or original, and from an educational point of view, quite valueless. For the purpose of the school play, after it has fulfilled its social function of bringing a number of people together, was not technical efficiency, but general human education. The mental and moral gain of a less polished, but original production for those who take part are familiar to us all, and as on other amateur occasions, what we miss in professionalism may easily be compensated by a naïve freshness and ingenuous sincerity.

A similar risk faces dramatic activity in the class-room when, for example, a ballad, a narrative poem, or even prose reading with middle and junior school classes is followed by mime or other dramatic rendering. This rendering is for the pupils a translation of the experience intellectually received through reading into one which is physiological—visual for those who watch the actors, muscular for those who act. Many teachers occupy half the class in acting, and give the critical function of an audience to those who watch, then completing the experience by occupying the other half. When the scene is mimed, it is generally accompanied by a narrator, who reads aloud the poem. The effect is not unpleasing, and the discipline of keeping time—narrator with actors, actors with narrator—is good. But with this, the emotional and spiritual value of the experience is generally exhausted ; it should be discarded and new material sought. From the technical point of view, to be sure, the rendering was worth nothing at all, and some teachers, disturbed at this, strive to " improve " the acting, to impart finish to it by several repetitions. It is almost certain that these defeat their object. Children are, but for a few individuals, not interested in technique, and by such repetitions gain nothing and make no advance in aesthetic susceptibility.

There is one occasion, however, in preparation for which

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they are willing to study the art of acting. The dramatic contest, planned perhaps as an end-of-term function, is becoming increasingly popular. (With the pupils, in fact, it generally ranks but a little lower than sports day.) It makes use of whatever happens to be the subject of literary study in the various classes at the time. Each selects, from a play, novel, or other work, a scene which is in, or can be turned into, the dramatic form, and prepares it for presentation (generally without accessories). From the preliminary renderings the best four (or six or eight) are chosen to appear before an outside judge. Marks and standards are devised so as to be as innocuous as possible.

The event certainly seems useful, though one sometimes wonders again whether the professional can have the same view of the achievement as the aim of the teacher would cause him to take. He has been known, for example, to speak more highly of one rendering than another, because it created a better "illusion." In connexion with school drama there can and should be no "illusion." Indeed, it is already becoming a thing of the past in the legitimate theatre. When many dramas are acted against a conventionalized background or against curtains, when the amateur and little theatre movements are extending and flourishing, it can obviously no longer be maintained. What is taking its place? A more active imaginative participation by the audience. The spectator no longer requires exact realism of setting or a deceptive picture appealing to his senses. He projects his imagination into the *milieu* and is concerned far more with the emotional and spiritual significance of what is before him, than with its make-believe.

In any case, "illusion" can have no place in class-room dramatic effort. For that is concerned solely with the growth of the pupil. It is not an end but an instrument. If and when the teacher finds for his pupils an activity which more quickly and completely helps them to advance in intelligence, *savoir faire*, self-realization, co-operation, and emotional and spiritual development, he will drop the drama. But, meanwhile, he employs it as simply, as unconventionally, and as un-technically as possible. He is not aiming at ultimate actors, but ultimate men and women. The headline to recent accounts of school plays—"Schools as Stage Nurseries"—would therefore seem to him as misplaced an idea in connexion with his work as that of "illusion."

The expressions "semi-drama," "semi-dramatic," which have gained a certain currency in educational nomenclature, are well in place and might profitably receive wider use. For the name itself would constantly serve to remind the user of what the activity can and can not do. It can give what the book can not give, the awakening of aesthetic emotion in a fresh and vivid form; a revision of matter and experience which increase realization of the latter and power over the former, the exercise of the body for a hitherto unsuspected purpose, loss of self-consciousness, more self-control. But beyond this it can scarcely go. If "semi-drama" becomes "drama," it must employ different powers to perfect itself. Repetition must replace genial suggestion; rigid accuracy and memory work must inform what was done in response to happy instinct. For the pupil what was a game will become work. By work we may acquire learning or an art. In this sphere of education our aim is neither. It intends increased susceptibility to the appeal of art. Here only variety can stimulate, and constantly fresh experience give life.

A Triumph of Translation

THE Jersey Society held its annual dinner on October 14, the anniversary of the battle of Hastings, when the Jerseymen and their allies took over the management of what later became the British Empire. This year, the guest of honour was Sir John Simon, who as Home Secretary, is the representative of Jersey in the Cabinet. Now two years ago Sir John gave a lecture on the British Constitution before the *Association France-Grande Bretagne*. Among his auditors was the poet, Georges Jamin, who was greatly struck by the talents and eloquence of the orator. When he heard that Sir John was to be present at the dinner he sent to the Chairman (Mr. de V. Payen-Payne) a sonnet on the Battle of Hastings for him to present to Sir John, who much appreciated the compliment. This is the sonnet:

AUX DESCENDANTS DES JERSIAIS DE 1066

O fils des vieux guerriers par qui le fier Saxon
Dans les plaines d'Hastings a connu la défaite,
Avec la joie au cœur je prends part à la fête
Que de vos grands aïeux célèbre l'action.

Harold était un brave; il en a le renom.
Il lui fallut, pourtant, subir votre conquête.
Mais plus qu'à lui je pense à l'auxieuse quête
D'Edith au cou de cygne, au cheven souple et long.

Atteinte au fond du cœur par le coup qui la navre,
Après l'âpre combat où Harold tomba mort
Elle n'a qu'un désir: embrasser son cadavre!

Harold, il est bien vrai, n'a pas eu la victoire;
Ne le plaignous pas trop, enviable est son sort
Sous le baiser d'Edith il a cueilli la gloire.

Sir John was so delighted with this that between the soup and the savoury he turned it into English verse on the back of his menu card in the intervals of talking with his two neighbours. Here is his version:

Children of Sires by whom on Hastings' plain
The Saxons proud once tasted of defeat
My heart is at your banquet when you meet
To celebrate your triumphs once again.

Harold will ever bear a hero's name
Yet Fate decreed that he should conquest bear:
But more than him I think how sorrow came
To swan-necked Edith with her clinging hair.

When her fond heart was riven by her loss
And Harold fell. She had no thought but this
To search out once again his bleeding corse
And seal his victory by her loving kiss.
Triumph and sorrow thus are close allied
Jersey and Britain share a common pride.

Surely a *tour de force* considering the time and the place and the poem all together. How would the Prize Editor place it?

COSTUME FACILITIES.—Those who are producing plays this term may get advice as to costumes and loan of the same from Citizen House, Bath. The charges for loans are on a sliding scale, and so moderate that few will be deterred by the expense. Applications should be forwarded, with stamped addressed reply envelope, to the Hon. Sec., Citizen House, Bath.

* * *

JOSEPH PAYNE LECTURES (Provided by the College of Preceptors).—A course of three lectures on "Some Aspects of Education in Tropical Africa" are being given at the Institute of Education (Southampton Row, W.C. 1), on (1) Monday, October 28, 1935; (2) Wednesday, October 30, 1935; (3) Monday, November 4, 1935. The lecture begins on each day at 5.30. The first lecture was given by Mr. E. R. J. Hussey, C.M.G., on Nigeria, the second by Mr. H. S. Scott, C.M.G., on Kenya, and the third will be given by the Right Rev. J. J. Willis, O.B.E. (formerly Bishop of Uganda), on Uganda. Admission free, without ticket.

* * *

THE MEDICI SOCIETY'S CATALOGUE (7 Grafton Street, W.C. 1, price 1s. 6d.) is a handsome volume of 133 pages with 690 illustrations of which sixty-two are in full colour. The catalogue shows the extraordinarily wide range of the Society's reproductions, for besides the famous Medici prints, which have brought masterpieces into the home, there are many admirable colour prints and reproduced drawings. Those who are responsible for furnishing or decorating class-rooms and school halls might with advantage consult this catalogue.

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The Homework Question

By Colonel E. A. Loftus, O.B.E., T.D., D.L., M.A., B.Sc., Headmaster of Barking Abbey School

I. The Problem

In the autumn of 1933, the writer contributed an article to a great daily newspaper criticizing excessive homework in the secondary schools. This was followed by a number of similar articles by other writers in the newspapers, each of them followed by a copious correspondence. The controversy, if such a one-sided body of opinion can be so termed, still continues and is now raging furiously in various provincial papers. One result of the publicity given to this subject is that the Board of Education has requested its inspectors to investigate the matter and, presumably, present a report upon it.

That there *is* a problem is an undoubted fact. Headmasters, teachers, parents, and scholars are only too well aware of its existence, but see no apparent solution to it. It is highly probable, however, that the inspectors' report will result in action being taken by the Board; with a view to enforcing an all-round restriction in the amount of homework which may be set. The schools need to be organized in this respect, and they are not organized at present; or there might be no question to debate.

During a teaching career extending over a quarter of a century, and embracing experience in almost every type of school, the writer has had ample opportunity of studying this question and, as it is a branch of our educational organization which particularly interests him, he has given it much anxious thought. In most schools in which he has served the idea of homework has been abused in that the amount was excessive and, too often, it was set without consideration of educational values.

In many schools any teacher due to take a class, say, on a Friday, is permitted to set homework in his subject to be completed on the Thursday night. In these days of specialization it is no uncommon thing for a class to meet four, five, or six different teachers during any one day. The result is that a form may get four, five, or six separate doses of homework.

Now what constitutes excessive homework? I consider that home-lessons occupying more than an hour for juniors and an hour-and-a-half for seniors could so be termed. I will give a concrete instance of what I consider a gross abuse of the idea of home preparation.

I was staying last November in the same house as a small boy of *twelve*—(note the age), so I can vouch for the following facts from personal knowledge.

This boy's homework on a certain night during my visit was as follows:

1. *To write a page of French (about 150 words) four times in his French notebook.* He was told to do this *four* times because, in a previous test he had obtained only six out of ten possible marks. Boys who obtained four marks had to write the work six times; two marks, eight times, and so on.

2. *To learn this page of French by heart.*

3. *To learn by heart Milton's Sonnet on His Blindness.* The boy was too young either to appreciate the poetry or to understand its allusions. He might as well have been told to learn fourteen lines of Greek.

4. *To learn science notes on specific gravity.*

Arriving home at 5 p.m., the child in question had no tea, saying that he must get on with his homework without delay, as he had a lot to do. He had settled down to it by 5.15, and worked at his French till 7.30—two hours and a quarter. At the end of that time he was not, by any means, word perfect in the learning part, although he was a bright boy and well up in his form order. His parents insisted on his then doing his music practice for half an hour, as they considered he was in need of an entire change of occupation. At 8 o'clock he had a hurried supper and then sat down to tackle his English. He found this very difficult and at the end of an hour had made little appreciable progress. At 9.30 he was sent to bed and turned-in, tearfully complaining that he had scarcely had a minute to himself all day. What with brain fag and the feeling that he had not completed his task, he could scarcely have been in the happy state which induces sound sleep. He rose at 7 the next morning and spent three-quarters of an hour at his science before breakfast.

His homework had occupied him for four hours and a quarter—and this on top of a day of five hours in the public day school he attended. The homework set was not only excessive, but, excepting in science, senseless. I was told that the boy's homework seldom occupied him for less than two hours and on another evening in the same week he was busy for three hours. It is not only in the year preceding the General School Certificate Examination that homework tends to be excessive, the custom may obtain throughout the school. Indeed, teacher seems to vie with teacher in an attempt to make *his* subject *the* subject in the curriculum, with consequent reactions on the homework.

I am quite aware that there are exceptions to this general rule, but, broadly speaking, the facts are as I have portrayed them, and it is not to be wondered at that there is an outcry against excessive homework. In some few schools the headmaster or headmistress rations the subjects among the teachers for homework purposes, but, even then, unless the time to be spent on the work is carefully supervised and regulated, the evil can creep in. I do know of one headmaster, approaching the retiring age, who has been so bold as to abolish homework altogether in his school, excepting in the School Certificate Form. I admire his pluck immensely. But his school is a country grammar school with a rural bias, and he has no need to compete with neighbouring schools (if there be any) for examination results.

The simple fact is that, in the vast majority of the secondary day schools, it is the usual thing for children to be occupied for from two to four hours nightly, and that the examination year is a perfect orgy of homework. That the use of the evening hours to supplement work done during the day is of value from the examination point of view, I do not doubt. Some schools which offend the worst obtain the best examination results. Such schools seem to exist only for the purpose of cramming boys for these examinations, with the result that there is scarcely any scope for social activities in them.

The evil is spreading into the modern or central schools and even into the still new senior schools. But I shall deal with this feature under another heading.

II. Effects Of Excessive Homework

The evils attendant on excessive homework are more numerous than the average layman realizes. We are all, and teachers in particular, so obsessed with the idea that academic excellence is of paramount importance, that these evil effects have, until recently, been overlooked. For over twenty years the writer, who as an assistant was often conscience-stricken with the amount of homework he felt he *had* to set, has been coming into contact, direct and indirect, with these effects and has been making notes of them. After his first article in the London Press on the subject, he received hundreds of letters from parents and from educationists supporting his view that homework was a kind of official cruelty to children. Several of these letters proved sad reading, for they instanced domestic tragedies of a private character which had their origin in the subject we are discussing. Girls appear to suffer more than boys from over-strain. The female is

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more literal, more conscientious in her application to an appointed task and, in the realm of study, normally finds the task more difficult than the male. Here is a list of the evil effects, as I see them :

1. We sometimes hear of boys and girls who commit suicide through overstudy. On this very day, the day I write this, I read in the newspaper of such a case. There would be no overstrain in their cases if there were no homework—set or voluntary.

2. Many scholars have nervous breakdowns owing to over-application to their studies. In most large schools there is usually at least one such case at any particular moment. These are kept away from school and it is not unusual for them to be excused homework under doctor's orders when they return.

3. The excessive regulation by day and by night of the child's mental activities reacts on the nervous system, and this, be it noted, at a most important period of his life—the dawn of adolescence. The strain often shows itself in an inability to sit still, in twitchings of the facial muscles, of the knees, or of the fingers. The writer occasionally asks a form to try to sit easy, but absolutely motionless, for a whole minute, in an effort to enable pupils to realize some measure of muscular and mental control. The scholars like this momentary quietude and it has a quite definite soothing effect. Lack of adequate sleep may be a contributory cause to physical restlessness and this lack of sleep may itself be due to overstrain.

4. The constant poring over books for seven, eight or more hours a day is, without any question whatever, physically deleterious. The lungs are cramped and the eyes strained. Is it natural that one child in every five should suffer from defective vision ? Yet this is the figure in my own school.

5. Through constant application to study during term time, children are unable to exercise themselves physically in the manner that all other young animals do, naturally and spontaneously. Nor are they able to exercise themselves mentally in their own pursuits, for they get little time for either outdoor or indoor recreation. Almost every boy and girl has a hobby which must go-hang during term or his homework must suffer. Yet we educationists are all fully aware of the great value of the hobby as an educative medium.

6. The harmony of family life is often jeopardized and the influence of a cultured home reduced because the child must, perforce, settle down to his night studies. In the summer term the secondary schoolboy must stay at home with his books while the rest of the family may be enjoying the evening in the open air. In poor homes, homework is often done under the most appalling conditions and in an atmosphere quite antipathetic to study. In such a home, possessing only one living room for, possibly, a family of five or six children, the difficulties of the secondary scholar over his homework can well be imagined. He or she will have to bear, with as little sign of irritation as possible, the noises of wrangling, crying, playing, the gramophone or wireless. The nervous strain involved in trying to work under such conditions cannot but be excessive. Sometimes, parents send the brothers and sisters out into the streets, so that the secondary schoolboy or schoolgirl may have quiet and a chance to concentrate. I have known at least one home to be broken up through the exactions of homework on parental tempers.

7. Homework is very often not the unaided work of the child. In many cases parents help to the extent of themselves doing the homework of junior scholars. A parent once asked the writer jocularly, how many marks *he* had been awarded for *his* homework of the previous evening. This introduces the element of unfairness.

8. Schools which over-emphasize the value of examination successes neglect that most important of educative mediums, the sphere of social activities. There are schools which are held in high esteem by the powers-that-be because of their excellence in examinations. Yet in many of them the school society is conspicuous by its absence. Day and night, headmaster, teachers, and scholars think solely of impending examinations and their " results," which must at all costs be better than those of the school next door. Parents of the children attending such cram-schools are quite unaware, as a rule, that there *should* be such things as school societies and accept the situation trustfully and without protest.

During the school term, the secondary scholar has no time for his parents, no time for quiet reading, no time for the cultural interests of the home, no time for his hobbies, no time for physical recreation, no time for indoor games, no time even for quiet thinking. He has no time for Scouts or the valuable training to be acquired in the boys' club. Home-life and even home-love must be sacrificed on the altar of the homework fetish.

III. Historical

The idea of homework in the first place seems to have grown out of the boarding school " preparation." It was expedient in boarding schools to arrange that boys should be occupied during part of the evening. This was necessary for disciplinary purposes, and education had little to do with the matter for, in those days, there were no public examinations, and no definite standard of attainment was demanded for admission to the two English universities. The present situation seems to have evolved as follows :

1. During the second part of the last century, many new day grammar schools came into existence, while others grew into great institutions. Some of the old ones had boarding establishments, usually in the headmaster's house. For the boarders, a period of preparation was customary as indicated above. This period of preparation occupied about one and a half hours at night, and some schools had morning preparation before breakfast. If homework is set to boarders it is obvious it must also be set to day-boys attending the same school. Accordingly we find, in many day-and-boarding schools, that day-boys were (and still are) allowed to attend school " prep " if they lived in the neighbourhood ; others did their preparation at home.

2. The subtle influence of the older schools was exerted on the new *day* grammar schools, so that homework became usual in them also. But this homework was not at first excessive.

3. With the growth of the importance of public examinations (at first the Oxford and Cambridge Locals and the College of Preceptors Examinations) there came an almost sub-conscious urge to make use of the period of home preparation to supplement school work for examination purposes. But, until the dawn of the twentieth century, excessive homework was not common, for government recognition of public examinations had not yet been accorded, so that clerical and other employers did not normally select candidates for posts because of their academic attainment.

4. With the advent of the present century the progress of democratic idealism led to a great growth in the number of secondary schools. All over the country, county authorities undertook the responsibility of establishing these schools, and they constitute a mushroom growth in the field of educational progress. In imitation of the public and grammar schools, homework became a feature of these establishments but was not at first excessive.

5. When, a little later, the State handed over to the universities the duty and privilege of examining the schools through the School Certificate Examination, a new state of affairs was created from the homework point of view. The universities decided that the General School Certificate Examination, taken at about 16 years of age, should be blended with the University Entrance Examination or Matriculation.

The fact that the State took over the payment of fees of entrants for the School Certificate Examinations in the

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public secondary schools and asked each school for statistical returns of its results, had the effect of bestowing an official importance on these examinations.

This brought about competition for results between teacher and teacher, school and school.

Both teacher and school imagined, with good reason as we now know, that he or it would be judged on examination results.

So the amount of homework grew to supplement teaching in school hours.

6. In course of time this official State recognition of the School Certificate Examination became general knowledge. Employers of higher grade labour began to favour applicants who had the School or the Matriculation Certificate.

It is now an established fact that most county and municipal authorities demand the School Certificate *as a minimum*. Banks, insurance companies and other branches of higher *clerical* labour have followed suit. At the present time, the same academic standard of suitability is creeping as a desideratum into higher grade *technical* occupations.

Teachers realize that they must produce School Certificates wholesale. Homework is therefore piled on to such an extent as to become unreasonable. Parents, while complaining of this, find themselves on the horns of a dilemma; for if their children do not gain School Certificates they will not obtain, normally, good-grade posts. Likewise the scholars, knowing how keen is competition in the labour market, submit more gracefully to the ordeal than would otherwise be the case. Most headmasters are afraid to curb the amount of homework set, lest examination results and their prestige should suffer.

7. Having accepted a minimum standard of attainment, employers, being only human, naturally select candidates who can offer a standard well above the minimum, *i.e.* the Matriculation qualification, for which School Certificate candidates can qualify by gaining the "credit" mark in certain subjects. This has resulted in an endeavour on the part of schools to gain as many Matriculations as possible. As Matriculation is merely a university entrance examination this is undesirable; but employers cannot be made to realize this and even public bodies are not blameless in the matter.

8. Meanwhile, the new *intermediate*, *central* or *modern* school has come into existence under the elementary code. The examination fetish has begun to rule them also, and certain of these schools (which do not nominally keep boys beyond the age of 16) are allowed to take the School Certificate Examination like the secondary schools. As these schools cost only about half as much to run as the secondary schools, one is constrained to ask whether most maintained secondary schools should not be turned into central schools and the taxpayers' pockets spared thereby. Furthermore, in some areas, two public examinations are taken by this grade of school, the junior locals at 14 and the senior locals (School Certificate standard) at 16. This is a strange educational anomaly in view of the fact that the Board had previously discountenanced more than one general public examination in the secondary school, apparently on the score of "strain" on the pupil. In those Modern schools which compete in public examinations the pressure of homework is as great as on the pupils in secondary schools. In those which do not take examinations at all or take such examinations as those of the Royal Society of Arts, in which subjects may be taken singly if desired, this pressure is not necessary.

9. Ostensibly for educational reasons, but in reality to affect the atmosphere of the secondary school, many senior elementary schools are now insisting on homework —with no examination in view. Many senior school head teachers, would welcome the public examinations because of the enhanced status which they imagine they would gain thereby.

10. I have been informed, but cannot state authoritively, that homework in the junior schools is growing, and that this is so because of the increased competition to get into secondary and modern schools in preference to entering the senior schools.

IV. Remedies

We shall now state how, in the writer's opinion, the evil of excessive homework could be minimized if not eradicated.

1. The Board of Education could issue instructions (and carry them out with the aid of the Inspectorate), that in all State-aided or maintained schools:

(*a*) Not more than two subjects might be set for homework on any evening at any stage of school life.

(*b*) The maximum time allotted to home-preparation should not exceed an hour for pupils of elementary school age and an hour-and-a-half for seniors.

(*c*) That "voluntary" homework should not be permitted in addition to set homework, or substituted for it.

2. Whenever possible, a period of preparation lasting an hour should be done after the afternoon break. Afternoon school might finish, say, at 3.45 and preparation be held from 4 to 5. Supervision would be light, the work done would have the advantage of being the pupil's own unaided effort and parents would not be worried. Scholars would be entirely free from school tasks afterwards. This could be easily arranged for day-boys in day-and-boarding schools as in day schools.

3. The Matriculation Examination should be divorced from the School Certificate Examination. To attempt to get every boy and girl, whether possessing academic ability or not, through the University Entrance Examination, as is the case at present, is as stupid as it is unnecessary. Only scholars actually destined for a university career should be entered for the Matriculation Examination.

4. The necessity for gaining a proficiency mark in *certain* subjects in the General School Certificate Examination should be abolished. Success in *any* six subjects should be allowed to qualify for the Certificate.

5. The general standard of the School Certificate should be lowered so that about 90 per cent of candidates pass. It was never intended by the Board to become a competitive examination. At present about 30 per cent of scholars taking the examination are failed. Why?

6. The Intermediate Degree should not be taken by boys or girls still at school. Nor should it be permitted them to obtain this qualification through a Higher Certificate Examination as is the case at present. It is not the function of the school to do the work of the university. The amount of homework done by many sixth form pupils is appalling.

7. Any higher certificate examination should be of a vocational character. There might be (*a*) the university group taking the University Entrance Examination or working for scholarships, (*b*) the commercial group, (*c*) the technical group. Pupils in the latter groups would be preparing to enter business at 17 or 18 years of age.

8. It should be made perfectly clear to employers, through the Press and otherwise, that success in the School Certificate Examination is merely an assessment of ability to remember facts or processes and *is not necessarily a measure of character and ability*.

Let us hope that the Board of Education will give a fresh meaning to the word "education" by framing regulations which will curb the present tendency to harness the childhood of the country to the chariot of monastic academism with its attendant evils, including that of excessive homework.

We teachers shall then be able to lead children to love learning, not for the utilitarian purpose to which it is prostituted at present, that of passing examinations and thereby qualifying for a good job, *but for its own sake*.

And the homework problem will disappear.

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Personal Paragraphs

Richard Savage, the novel published by Victor Gollancz in this country and the Viking Press in America, and chosen as the *Daily Mail* book of the month for September, was written by Mr. Gwyn Jones, a secondary school teacher. Mr. Jones holds the degree of M.A., Wales, and was English master at the Central High School for Boys, Manchester. He has recently been appointed an assistant lecturer at University College. To his pen is also due the *Four Icelandic Sagas*, published by the Princeton University Press and to be published in this country shortly by Messrs. George Allen & Unwin.

* * *

Mr. H. G. C. Mallaby has been appointed Headmaster of St. Bees School, Cumberland, in succession to Mr. E. A. Bell, resigned. Mr. Mallaby is an old pupil of Radley College and exhibitioner of Merton College, Oxford. He graduated in Arts in 1923, and after a year's experience in teaching at Clifton College, he was appointed on the assistant staff at St. Edward's School, Oxford, a post which he has occupied until his present preferment, with the exception of a break spent at the Diocesan College, Rondebosch, Cape Colony, in 1926.

* * *

The death of Mr. Arthur Henderson, for so many years Secretary to the Labour Party, removes one who formerly held the office of President of the Board of Education. A good many educationists will remember that Mr. Henderson held this post when Mr. Asquith formed the first Coalition in 1915, and will recall the solid, if not spectacular work he did during his term of office. His death will be all the more regretted since he would have supported keenly those reforms in which teachers are at the moment most interested.

* * *

All connected with education, both within and without London, will welcome the news that London, Ontario, has conferred the freedom of the City upon Mr. E. M. Rich, the Education Officer of the London County Council. Mr. Rich is in Canada at present as a guest, with other British directors of education, of the National Council of Education of Canada. The honour was conferred on him on the occasion of his visit to London, Ontario, when he presented to the Mayor a replica of the flag of the London County Council and copies of the Silver Jubilee souvenir which the Council issued to all pupils in its schools and institutions. He also conveyed, through the Mayor, a greeting to the boys of London, Ontario, from the 280 boys of the King's Canadian School in Bushy Park.

* * *

Mr. F. R. Hughes, M.B.E., Secretary and Director to the West Suffolk Education Committee, since the formation of the Committee in 1903, under the Balfour Act of 1902, is retiring this month. Mr. Hughes is an old pupil of St. Paul's, where he took special prizes for mathematics, Greek, and Latin. Unfortunately a breakdown in health prevented him continuing at Oxford what promised to be a brilliant academic career. Later, he took up service with the London School Board, and after fifteen years transferred to Bury St. Edmunds as first Secretary to the West Suffolk Authority. The present development of education, carried through despite many difficulties, reflects the careful and thorough way in which he has carried out his administrative work. Mr. Hughes received the M.B.E. for his work as Hon. Secretary of the local War Savings Committee during the War, and recently he received the King's Jubilee Medal. His retirement is well-earned. His successor is to be Mr. R. F. A. Carter, at present Assistant for Higher Education to the Essex Education Centre.

* * *

Dr. Terry Thomas is to succeed Mr. Jenkyn Thomas as President of the Incorporated Association of Headmasters at the end of the year. Dr. Thomas was educated at Cardiff University College and St. John's College, Cambridge. He holds the degrees of M.A. and LL.B., Cambridge, B.Sc. and Ph.D., London and Wales. From 1914 to 1922 he was head of the military and English side of Haileybury College, and Captain of the O.T.C. In 1922, at the early age of 32, he was appointed Headmaster of Leeds Grammar School, a position which he still retains.

Onlooker.

A Translator's Decalogue *

I. Thy paramount law must be an exact and faithful rendering of thine author's every thought. Additions or omissions are criminal, being sins against his purpose. Negligence is a greater crime than pre-meditation.

II. Thou shalt seek to put thy translation in the same form, the same rhythm, strain and fluency as the original. On all these points thou must faithfully interpret the author to the foreign-speaking reader without interpolation of personal style.

III. Thou shalt not slavishly adhere to the phrase construction. Divide and connect without compunction, according to the dictates of thine own feeling for form and diction. But be scrupulously attentive to the logic of the phrase formation.

IV. Thou shalt not endeavour to correct the author, even when what he says seems preposterous. His is the responsibility. Shouldst thou nevertheless do so, it may frequently happen that thou, not he, art the culprit.

V. Thou shouldst invariably read over thy translations aloud. The ear alone, not the eye, should criticize.

VI. So completely must thou have mastered the foreign language that all technical sentences are instantly recognized as such, lest that befall thee which happened to a well-known and otherwise competent, translator, who rendered an order in military drill, " En avant—pas de gymnastique—marche " by the words " Forward—no gymnastics—march."

VII. Thou shalt not take every presumedly strange expression or sentence in its literal sense. Every language has its snares, pitfalls, and booby traps. Therefore examine carefully, but do not allow thyself to be hoodwinked.

VIII. Thou shalt incessantly study thy mother tongue, the only one into which thou mayst translate. Thou wilt easily learn enough of the foreign language to be a good translator. But thy mother tongue thou canst never sufficiently know.

IX. Thou shalt definitely erase from thy vocabulary the word " untranslatable." In its day " Cyrano de Bergerac " was pronounced by various critics to be untranslatable. Whereupon Ludwig Fulda provided a perfect and brilliant translation.

X. Thou shalt neither pause nor rest until thy translations are deemed by all and sundry to be originals. A translation is only good when not recognized as such. It must not contain a single sentence which displeases thee. This thou wilt never accomplish by means of a dictionary, for translating means insight and thought.

* Reprinted by request from Prize Competitions of *The Journal of Education and School World*, April, 1926.

Defective Sight.—With the co-operation of the medical profession, The People's League of Health has made arrangements by which those of limited means are now enabled, through the National Eye Service, to obtain for their children the expert medical eye examination which is so necessary, and spectacles made accurately to the doctor's prescription by a dispensing optician at low inclusive charges. Details of the National Eye Service, which has branches all over the country, may be obtained from any doctor, or the Headquarters of The People's League of Health, 12 Stratford Place, London, W. 1.

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Foreign and Dominion Notes

FRANCE

Starving Education.

We read in a Parliamentary report of the discussion on the Budget that "among civilized peoples France spends less in proportion on national education than any other country." We also read that this year, so evil are the times, she has spent nearly 200,000,000 francs less than last. But not without warnings and protests: "The foundations of education cannot be postponed. What is neglected to-day cannot be made good to-morrow, because the children and young people concerned will have passed the age at which the necessary instruction can be received with full advantage. The State is thus failing in its paramount duty—the intellectual and moral formation of its youth." The same report refers to the ever-increasing numbers of unemployed graduates: "What is to happen to the 80,000 students in the various Faculties? The answer is heart-breaking—for most of them beggary. Nearly a thousand graduates in arts, all licensed secondary teachers (half of them women) are at this moment without even the lowest school post." From another source we hear of 50,000 qualified engineers out of work. Three palliatives are suggested: a warning to the "rising flood" of candidates for Matriculation that they are entering a blind alley; the transformation of the present "examination and degree jumble" into something more truly educational and cultural; and the transfer of some at least of the secondary unemployed to the primary schools—a suggestion to which the primary teachers will doubtless have something to say. The situation is deplorable, but, it is said, almost universal.

Cheating in Class.

Such is the disturbing title of an article in the *Revue Universitaire*, written by a master in a Paris *lycée* of the first rank, and based on essays by forty of his boys (ages 14 to 17) who had been asked to express their candid opinions. The absolute condemnations were seven only. And nowhere was there any reference to "honour," "fair play," "self-reliance," or "moral impulse." As to the existence of the evil all were agreed, speaking of it as "universal," or "instinctive," or "competitive," or "all in the programme." Here are a few longer extracts: "Though I have very often cheated (I say it without boasting), I think it vile, cowardly, false, and dishonourable." "A glance or two at a neighbour's paper is not copying." "Copying is disloyal but excusable, a small matter of no importance." "Allowable in cases of extreme need, but not to be abused." "The very best pupils are sometimes obliged to do it to keep up their reputation." "A really hard worker may make use of it without too much remorse." "When something has slipped your memory for a moment, you are glad to have, by chance, as it were, an obliging neighbour at your elbow, willing to pass you, at a price, a little slip of paper." Further inquiry showed such transactions to be "common practice"—a really useful "tip" fetching as much as ten francs! Some of these young psychologists plead "extenuating circumstances," such as "nervous natures," "emotional characters," and "love of adventure." Even condemnation, rare as it is, is based on the risk of discovery and punishment (always severe).

What, the writer asks, are the root-causes of this widespread evil? He suggests the following: (1) The "deplorable material conditions" in many *lycées*, and the "dark, overcrowded classrooms," which almost inevitably lead to a certain amount of "involuntary copying" that soon becomes systematic. (2) Teachers too overburdened with classes and corrections to be good invigilators. (3) Home-discussion of the frequent financial scandals. (4) The class-teaching itself—too intellectual and technical, and too little moral; too many subjects in too many different hands, with a consequent loosening of the teacher's hold on individuals. "The class has lost its soul. It is no longer a home (*foyer*) but a hotel. And all at the behest of the Ministry of Finance!" (5) The extreme difficulty of moral teaching—especially "official"—and the great risk of offence to the homes. The "use of the subjunctive" is safe enough, but "commercial loyalty" and "love of country" are dangerous ground. And what sort of help is to be expected from the type of father that straightway places in a bank a son expelled for theft? "Who to-day (the article concludes) is the real educator? The home has left the task to the *lycée*, the *lycée* to the home. And the street does the rest—with its newspapers and novels of crime, its cinemas and its loose companionship. It is surely time to send out an S.O.S. Will not the Minister of National Education listen?" And not, we venture to add, the Minister in France alone?

Somewhat later the Moral Education League issued a series of resolutions (reprinted in the same *Revue*) based on replies to a widely circulated questionnaire. We note briefly the most apposite: (1) Instead of the regular moral lessons (*cours*) in the *lycées* (seldom efficacious with boys) the substitution of occasional moral talks (*causeries*) on such subjects as national, or international, events, but avoiding politics; (2) severe sanctions (blessed word!) for lying and all disloyalty, in order to repress habits of cheating and the hero-worship of successful offenders; (3) all effort in these directions to be inspired by the conviction that the supreme purpose of moral education is to develop in the soul of every child a sense of personal responsibility to oneself and others.

School and Army.

"France has no true system of national education," declares a great living militarist, the "Hero of Verdun," Field-Marshall Pétain, "the sole aim to-day is to develop the individual as an end in himself. There are even teachers who openly aim at the destruction of the State and society, and too often our young men begin their military service without enthusiasm and without ideals. . . . The ties between school and army must be strengthened. They have a common mission—to develop the physical courage, to temper the heart, and to forge the will. The national destiny is prepared on the school-bench and in the lecture-room. Schoolmaster, professor, and officer, collaborating in the same task, must draw inspiration from the same traditions." General Weygand has also spoken in much the same key. "We must teach what France is to our soldiers-to-be, and the duty of patriotism. We must cultivate their physique and their moral sense. Above all, we must replace an instruction that to-day is too often anti-militarist (*militariste*) with one that is pre-military (*militaire*). In a word, it is urgent for our security to make our education truly national." Sinister echoes, we fear, of Mussolini and Hitler.

These, and other, complaints of academic "insubordination" have led to the issue of official instructions for the tightening of discipline. Of the many repercussions in the Press we have only one actual text before us—a protest from the General Federation of Teachers declaring academic independence to be in danger, and ending with these words: "In view of certain attempts to bring national education under military authority, the Federation asserts that the mission of teachers in the public schools is to form free citizens—not adherents of such and such a doctrine, but fully developed personalities. Education cannot accept the dogmas of a military ethic. It does not prepare for the barracks, but for a society of free men, exercising their activities in peace in the service of society as a whole and of the progress of humanity."

(Acknowledgments to *Revue Universitaire*, *Education*, *Ecole et Vie*, and *Langues Vivantes*.)

THE SCHOOL PLAY.—Three of the collection of short articles published in the September issue of *The Nelsonian*, the organ of MESSRS. THOMAS NELSON AND SONS, LTD., deal with this subject. Mr. J. Edward Mason, honorary secretary of the County of Cumberland Drama League, offers some sound advice on choosing the play. No season of the year is better suited for school dramatic performances than Christmas, so let the play be a part of Christmas revelry. He favours a "costume" play based on the old ballads, a mime, or a morality play, and he points out that juniors require something with vigorous action. Then comes Mr. J. W. Marriott, with a timely article on "The Abuse of the Dramatic Movement." Referring to the revival of interest in drama and the publication of one-act plays for schools, he says emphatically that "Scarcely one play in twenty is passably good." A play must be "stageworthy" as a ship is seaworthy, and "for this reason it should be written by a man who knows the technique of play-making." The practical side of the production of school plays is discussed by Mr. Ernest Dyer. He is of the opinion that lack of equipment, far from being an obstacle, is a positive asset, in that the real requirements of the stage will be thought out in the light of modern art theatre practice. He advocates a set of units—screens, archways, steps, blocks, &c.—that can be rearranged and recoloured to serve a whole variety of productions. Money saved on scenery should be expended on lighting, which can be made to cover up amazing scenic improvisations. Borrow curtains and back draperies and make friends with the electricians of local theatres, and even approach big electrical firms for the loan of gear is Mr. Dyer's advice.

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Prize Competitions

The winner of the October Competition is " Sinister," *proxime accessit*, " Cadwal."

The winner of the September Competition was Mrs. Clare Rule, 5 The Chase, Clapham Common, S.W. 4.

The winner of the August Competition was Mrs. Mary B. Caithness, Hildathorpe College, Whitby, Yorks.

We classify the sixty-seven versions received as follows :

Class I.—Sinister, Cadwal, D. M. A., V. N., Winter, N. K. G., Postume, Dante, Katty Ann, N. W. H., Baires, Salonique, Yendu, H. S. W., Ex or, Landeville, Woodlea, Double E, D. A. L. H., Pheasant, Winterslow, Winton, Bésigue, Memus, Magister, Nautilus, Strawson, Chauve-souris, Dovorian, Ninette, Trina, Emjay, G. E. M., Old Trident, Superannuated, Martin, M. C.

Class II.—J. E. M., Als ob, D. S. S., Strix, Itzehoe, C. W., R. E., Fantasia, Silsden, X. Y. Z., Cammi, Longespée, Brightonian, Yves, Auburn, Rathdowney, Leander.

Class III.—Eleanor, Rico, E. M. L., A. P., Onyx, Pixie, Merrylegs, E. H. S., Vagamundo, L. E. C. M., Chink, Simplicissimus.

Class XXX.—Winer.

PASSAGE FROM " LA GRANGE AUX TROIS BELLES," BY ROBERT FRANCIS. (PARIS—GALLIMARD.)

A cette heure du soir les enfants de mon pays sortent de l'école. Les uns portent leurs gibecières sur le dos pour rester les mains libres et se battre plus à l'aise, d'autres tiennent serré dans leur poing le panier des livres de devoirs et du dejeuner. On voit des frères se tenir par la main, et le cadet baisse la tête comme s'il cherchait les cailloux du Petit Poucet. Si vous revenez en voiture d'une course en ville, par l'ancienne voie romaine, allumez donc vos lanternes. Au long de la route, vous les croiserez par grappes joyeuses ou paisibles. Vous les verrez se ranger sagement au bord du chemin, étonnés, craintifs. Avant votre passage, vous entendrez des cris, des appels, l'aboiement des chiens errants qui les suivent au sortir de l'étude ; une petite fille ramènera un marmot contre ses jambes qui se tenait droit au milieu du chemin, les doigts écartés, heureux comme une bête. Observez les traverses : déjà dans les sentiers herbus, dans les sentiers d'eau, des petits hommes s'engagent courageusement. Ils se retournent à votre passage et les plus hardis vous crieront bonsoir. Quand vous quitterez le sous-bois, au haut de la côte, regardez l'horizon : à travers les pâturages et les champs, derrière les mottes des labours, au delà des voitures abandonnées par les charretiers ivrognes, des enfants marchent à l'aventure. Mais qu'ils suivent les routes découvertes de la plaine, qu'ils s'en reviennent par les lisières des boqueteaux ou qu'ils s'attardent à la maraude sous les pommiers des pâtures, le vent, l'eau ou la mousse effaceront vite leurs pas légers. Et bientôt, quand ils longeront les clôtures aux approches des villages et que le soleil aura presque disparu, ils verront tous dans les jardins, d'un coup d'oeil furtif par-dessus les haies, les femmes agenouillées dans l'herbe ramasser le linge avec des gestes lents et heureux. Et si broussailleuses, si sales ou si tristes que soient ces petites têtes, il y aura de tendres bouches pour les embrasser et des mains fraîches pour caresser leurs joues, remettre d'un mouvement vif un peu d'ordre dans leurs coiffures ou recoudre un bouton solide au tablier d'école.

TRANSLATED BY " SINISTER "

At this time of the evening the children in my part of the country come home from school. Some carry their satchels on their backs, so as to leave their hands free and to be able to fight more easily ; others clasp their baskets for homework books and lunch tightly in their fists. You see brothers holding each other by the hand, while the younger one lowers his head, as if he were looking for Tom Thumb's pebbles. If you are returning by the old Roman road from a trip to town by car, just switch on your lights. All along the road, you will pass them in clusters, some joyful, others quiet. You will see them stand carefully to one side of the road, surprised and timid. Before you pass them, you will hear shouts and cries and the barking of stray dogs who follow them as they come out of school ; a little girl will pull back against her skirts a child who was standing in the middle of the road, fingers outspread, as happy as a sandboy. Watch the cross-roads, already the little fellows are starting off bravely along the grassy paths, paths covered with water. As you pass, they will turn round and the boldest of them will shout " Good-night." When you leave the thicket, at the top of the hill, look towards the horizon : across the pasture-land and the fields, behind the clods of the ploughed land, beyond the carts abandoned by drunken carters, children walk at random. But whether they follow the open roads of the plain or go home skirting the spinneys or loiter pilfering beneath the apple-trees in the grazing-land, wind, rain, and moss will soon efface their light footprints. And soon when they go along by the enclosures on the outskirts of the villages when the sun has almost set, by casting a furtive glance over the hedges, they will see in all the gardens, women kneeling in the grass, picking up the washing with slow contented movements. And however tousled or dirty or sad are these little heads, there will always be loving lips waiting to kiss them, cool hands to caress their cheeks, and, with a swift movement, to straighten their hair or to sew a button firmly on their school pinafores.

The book from which this extract was taken is a most curious story, of three little girls on a farm, period the Franco-Prussian War, and this passage struck us as simple prose which was yet full of tricky idioms. Hence its selection for our clever friends, and most splendidly did they rise to the occasion. Considering the many pitfalls we think this result admirable and are delighted with our crowded Class I. Even Class II can hold up proud heads. Class III needs more study, that is to-day, of living, modern French. We made a little class at the end all by himself for one who signs himself " Winer," by which we think he means sarcastically " Winner." This translator is obviously French, with only a short sojourn in England to work from, who was yet brave enough to turn out quite an understandable piece of English prose. Of course he understood the French correctly, but we felt it was scarcely fair to count his lost marks when competing with English writers of English prose. Still, after a few more months in England, we feel sure he will be gallantly holding his own against any one.

With so many competitors we cannot carefully mention by name all the perpetrators of the particular errors, so we will take the tricky bits in order. The first is *mon pays*. Those who translated it as *my country*, with its implication of its being another country, lost a mark. *My part of the country, my district*, or even *my home*, or *my village* are better renderings. *Les livres des devoirs ;* too many people said *exercise books*, which would be the correct translation of *cahiers*. We accepted *lesson books*, though we preferred *books for homework*, or merely *homework*, as being more English. For this point we commend " Pixie," " Dante," " Salonique," " Silsden," " Dovorian," " Ex or," " C. W.," " Sinister," " Winter," " Strawson," " Fantasia," and " N. K. G." " Onyx " put *tasks*, not so good but revealing that the translator knew what was meant. A few writers implied that the baskets were still full of the luncheon, forgetting that the extract states at the beginning that it was evening. These careless ones were " M. C.," " Postume," " H. S. W.," " Double E," " Rico," and " D. A. L. H."

A very few people had not been brought up on fairy tales and so failed to recognize the *cailloux du Petit Poucet*, the pebbles dropped by Hop o' my Thumb to show the path followed by him and his brothers. Only half a mark was charged for this, as it has nothing to do with language or style.

Too many translators put *lanterns* for *lanternes* instead of *lamps* : " Auburn," " D. A. L. H.," " Ancilla," " Cammi," " X. Y. Z.," and " E. M. L." Do you not remember the Revolution cry *À la lanterne !* meaning the street lamps ? A few clever people thought they saw a trap here, and so invented possible idioms ; " Silsden " says *keep your eyes open*, " G. E. M." *keep a sharp look out*, and " Als ob " *be sure to look out for them*. And where did " Silsden " find that the children were *standing well-behaved in rows ?*

" Salonique " and " Eleanor " misread *devant* for *avant*.

(*Continued on page 720*)

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thus: *In front of you* or *your passage.* "Salonique" also translates *Mais qu'ils suivent* as *let them follow*; "Rathdowney" says *as they follow.*

The paragraph about the little girl who drew back to her skirts the toddler who had been standing in the middle of the road gave clever brains a good opportunity for ingenuity. Those who did not know that *marmot* was a colloquialism for a small child were "Strix," who calls it a *marmot* and lets it spread its *paws*: "Trina" who makes it a *marmoset*, "Old Trident" *a monkey*; "A. P." a *doll*; and "Rico's" little girl *perched a puppet up against her legs.*

The baby's fingers presented a difficulty to some: "Strawson" decided that she was a girl and says *her fingers*; "D. S. S." *fingers pointed*; "R. E." *hands free*; "Rathdowney" *inquisitive fingers*; "Memus" *hands out of sight*; "Eleanor" *hands uplifted*, "Landeville" *spreadeagled.* But the author was merely photographic in his observation of early childhood, spread fingers is a very familiar gesture with tiny children. Quite a number of writers rendered the French idiom *heureux comme une bête* by an English idiom, *happy as a sandboy*, we are glad to say they are too many to enumerate, but they are all commended, as also "Brightonian," "Ancilla," "Cammi," and "J. E. M." for *happy as a king*, and "Ninette" for *happy as Punch*, though we would have preferred *pleased* to *happy* in this connexion. "M. C." says *as a cricket*, good.

Some people had *full of burrs, leafy, covered with burrs, brambly*, and *covered with brushwood*, for *brousailleuses.* We admired "Landeville's" *tangled and soiled and sorry* for this phrase. Another point we particularly liked was "Winton's" *top of the rise*, for *au haut de la côte.*

"J. E. M." "D. A. L. H.," and "E. M. L." mistook *Ils se retournent* for *Ils retournent*, and "Rico" says *they cross your path again.*

We liked *pinafore* or *overall* for *tablier*, but *overalls*, as given by "Yendu," "Strix," and "Auburn," has a specific meaning.

Quite a crowd rushed into the *bouton solide* trap. It does not mean a *solid, sound, strong*, or *new* button, but a button already there, sewed on firmly.

"Dovorian" and our old friend "Superannuated" had a mistake to themselves: *fresh* instead of *cool hands.* "V. N." alone used *deplorable* for *triste*, which destroys the tenderness of the paragraph.

We have already overstepped our space, and must leave our pleasant letters for another month.

We refer the many readers who ask for the Translator's Decalogue to page 716, where it is reprinted from the issue of April, 1926.

A Prize of Two Guineas is offered for the best translation into English verse of the following German *Volkslied.*

LEBEWOHL

Morgen muss ich fort von hier und muss Abschied nehmen:
O du allerschönste Zier, Scheiden das bringt grämen.
Da ich dich so treu geliebt
über alle Massen,
soll ich dich verlassen.

Wenn zwei gute Freunde sind, die einander kennen,
Sonn und Mond bewegen sich, ehe sie sich trennen.
Noch viel grösser ist der Schmerz,
wenn ein treu verliebtes Herz
in die Fremde ziehet.

Küsset dir ein Lüftelein Wangen oder Hände,
denke, dass es Seufzer sein, die ich zu dir sende!
Tausend schick ich täglich aus,
die da wehen um dein Haus,
weil ich dein gedenke.

Initials, or a nom de guerre, *must be adopted by* ALL *competitors, but the prize-winners, and the competitors awarded the second place, will be required to send real names for publication if necessary.*

No competitor will be awarded a prize more than ONCE *during a given year, though the name of the competitor gaining first place will be published each month.*

All entries for this month's competition, which must be accompanied by the coupon printed on page 706, must reach the office by the first post on December 1, 1935, addressed "PRIZE EDITOR," The Journal of Education, *Three Ludgate Broadway, London, E.C. 4.*

Prize Essay Competition

This competition again attracted a satisfactory number of entries, both in quantity and in quality. The standard of the senior section was well maintained as is indicated by the high percentage of the entries that were placed in Class A and Class B; and no competitor fell below Class C. In the junior section, however, the standard was rather below the average. Many competitors lost marks for serious weakness in composition, for carelessness in punctuation, and for inability to write sentences; some lost marks for sheer carelessness. A few of the seniors showed a weakness in, or perhaps a neglect of, the art of paragraphing. It is not wise, in essay competitions, to ignore "Form" altogether.

There was a pleasing variety in the themes selected, particularly in the senior section. Such essays as those on "Memoirs of the Scholar Gipsy," "The Immortal Memory: Dr. Johnson," suggested a literary background. Outstanding among the whimsical essays was "A Dissertation on an Oyster," excellent in conception and in ideas, but not quite so good in execution. Other competitors chose description; and others were tempted to write serious essays on current events, such as "The Abyssinian Affair," "The League of Nations," "The Present State of Affairs in Europe." The egoistic note was well sounded, many competitors drawing upon experiences of their own that had proved interesting to them. There is a danger in essays of this type, as with narrative essays, that form may be neglected. Occasionally, competitors chose an unsuitable theme, such as "A soliloquy on a variety of things." A title like this is too vague to give the writer a real chance.

In the senior section the first place was awarded to an essay on "Kings and Queens in Story and Rime." The writer treated her subject in a fresh and original way; the essay was original and illustrated by apt quotations. Second to this was an essay on "Spanish Peasants among the mountains." The writer of this has learnt the art of making narrative interesting by introducing a touch of philosophy. A merit of this essay was its obvious sincerity and its success in creating atmosphere. The same merit was seen in an essay on "The world we live in."

Among the juniors, an essay on "The Old Curiosity Shop" was easily first. Both in conception and in treatment this was an excellent piece of work. Second to this was an essay on "Autobiography of a Piece of Chalk," which revealed a lively imagination and a good command of expression.

In the following lists the candidates have been divided into classes A, B, C, D in order of merit. The names of the prize-winners are given first. The other names in each class are arranged in alphabetical order:

SENIOR SECTION

CLASS A.—*First Prize:* Rosemary Lomax, St. Mary's Convent, I.B.V.M., South Ascot. *Second Prize:* Alice Jackson, The Convent H.C.J., Layton Hill, Blackpool.

(*Continued on page 722*)

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Directory of Educational Associations

32nd year of issue

This will be corrected to date, and contain membership, total, yearly subscription, society's organ, telegraphic address, telephone number, date and place of next annual meeting, secretary's name and office address. It will appear in *The Journal of Education*, March, 1936.

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In alphabetical order: Joan Chamley, The Bar Convent Secondary School, I.B.V.M., York; Nora Delaney, The Bar Convent Secondary School, I.B.V.M., York; Marjorie Hole, St. Mary's Convent, I.B.V.M., South Ascot; Catherine Larkins, Nôtre Dame High School for Girls, Glasgow; Eunice Doreen Overend, The County School, Frome; Sheila M. Purves, Nôtre Dame High School, Norwich; Douglas Tratner, Llandrindod Wells County School; Fernley Douglas Webber, Cotham Secondary School for Boys, Bristol.

CLASS B.—In alphabetical order: B. A. Burn, Barking Abbey School; Kenneth Davies, Llandrindod Wells County School; Patricia England, Nôtre Dame High School, Norwich; Wilfred Douglas Halls, Barking Abbey School; Betty Laura Hinton, The County School, Frome; Joyce Kent, Paston House School, Cambridge; Ida Elizabeth Medlow, Paston House School, Cambridge; Moira McQuade, The Bar Convent Secondary School, I.B.V.M., York; Eileen Russell, Nôtre Dame High School, Norwich; Sonia Warford, Paston House School, Cambridge; Adele White, Nôtre Dame High School, Glasgow.

CLASS C.—In alphabetical order: Marion Audrey Brotherton, Girls' High School, Maidstone; Percy George Ralli Duff, Ryde School, I.W.; Douglas M. G. Garratt, Llandrindod Wells County School; Evelyn Arthur Ward, Ryde School, I.W.

JUNIOR SECTION

CLASS A.—*First Prize:* Monica M. Freeman, St. Mary's College, Richmond Hill, Leeds; Pamela Griffiths, Girdlers Collegiate School, Herne Bay.

In alphabetical order: Edythe Rowena Cullen, Walthamstow Hall, Sevenoaks; Marjorie Stearn, Paston House School, Cambridge.

CLASS B.—In alphabetical order: Dorothy Sara Davies, Llandrindod Wells County School; Elizabeth Agnes Irving, Craigholme School, Glasgow; Patricia Kieran, Nôtre Dame High School, Glasgow; Marie Millar, Nôtre Dame High School, Glasgow; John Probert Mostyn, Llandrindod Wells County School; Mary Reynolds, Paston House School, Cambridge; June Scriven, Paston House School, Cambridge; Teresa Walsh, Nôtre Dame Collegiate School, Leeds; H. R. Wood, Barking Abbey School.

CLASS C.—In alphabetical order: Roger Brian Best, Ryde School, I.W.; Renee Clark, Nôtre Dame High School, Norwich; Violet Dorothy Duggan, Llandrindod Wells County School; Joyce Hutchinson, Nôtre Dame Collegiate School, Leeds; Margaret Lambte, Nôtre Dame Collegiate School, Leeds; Beatrice O'Malley, Nôtre Dame High School, Glasgow; Joan Mary Walden, Walthamstow Hall, Sevenoaks; Josephine Helen Wyeth, Girls' High School, Maidstone.

CLASS D.—In alphabetical order: Stephanie Hart, Nôtre Dame High School, Norwich; Sheila Howard, Nôtre Dame High School, Norwich.

Varia

At the recent annual speech day of Hereford Cathedral School the new science buildings were formally opened. Designed by Mr. Alan E. Munby the buildings will cost, with equipment, nearly £3,000.

* * *

The full Report of the Conference on New Ideals in Education held at Oxford in April last, has now been published. Copies, 2s. 6d., or post free 2s. 9d., may be obtained from the Secretary, Miss P. Woods, Winton House, Radlett, Herts.

* * *

The *Nineteenth Century and After* for October contained two discourses on Horace, the first written by the Rt. Hon. Sir John Simon, M.P., and the second by the Rt. Hon. L. S. Amery, M.P.

* * *

In an article entitled Suggestions for a Secondary School Library, appearing in the autumn number of *Religion in Education*, Miss B. K. Rattey gives much advice which should be helpful to teachers. Miss Rattey was formerly Divinity Mistress at King Edward's High School for Girls, Birmingham.

* * *

Messrs. H. F. W. Deane & Sons, The Year Book Press, Ltd., have forwarded a copy of their catalogue *Plays and their Plots*. Plays to suit all requirements are included and the position with regard to acting fees (royalties) is explained.

* * *

The first number of *The Mime Review*, a new quarterly magazine, will be welcomed by those interested in the study of the art of mime. Mr. F. Sladen-Smith in a capital foreword, insists that the expression of emotion is identical throughout the whole human race. There is a thumb-nail sketch of Miss M. Gertrude Pickersgill, the Founder and Principal of the London School of Dramatic Art, who contributes some wise words on Mime in Education. A good sixpennyworth.

* * *

The half-yearly meeting of the Home and School Council of Great Britain is to be held at Friends' House, Euston Road, London, N.W. 1, on Saturday, November 16, 1935, 7.30 to 10 p.m. Mr. Leonard F. Browne, Physician to the Institute of Medical Psychology, will read a paper on "How Parents can help their Children—in Home, School, and Community," and the following discussion will be opened by Dr. D. H. Geffen. Admission 1s. Free to members of affiliated groups and to associate members of the Council.

* * *

In the September issue of the *School Government and Education Review*, Sir John Cadman, Chairman of the Anglo-Iranian Oil Company, Ltd., has a forceful article dealing with Industry's Demand of Education. Speaking as a scientific industrial administrator, Sir John states that doubtless some progress has been made on the lines of the first Hadow Report, but any one connected in an administrative capacity with large industrial and commercial concerns realizes that much is still required of education if the needs of such concerns are to be adequately met.

* * *

The eleventh annual Norman Lockyer Lecture will be given by Sir Josiah Stamp, G.C.B., G.B.E., who has chosen as his subject "The Calculus of Plenty." The lecture will take place in the Goldsmiths' Hall (by permission of the Goldsmiths' Company), on Wednesday, November 13 next, at 4.30 p.m.

* * *

Workers at the Stalin Automobile Factory in Moscow are showing such keenness in the study of foreign languages that a special school has been opened on the premises. The English course, lasting two years, is easily the most popular.

* * *

A slip inserted in the list of forthcoming books of the CLARENDON PRESS and the OXFORD UNIVERSITY PRESS announces the publication this month of *A History of Abyssinia*. The first part is by Dr. A. H. M. Jones, formerly professor of ancient history at Cairo, and the concluding section, on Modern Abyssinia, is by Miss Elizabeth Monroe, formerly in the Information Section of the secretariat of the League of Nations. A number of other works of topical interest, prepared under the auspices of the Royal Institute of International Affairs, are also announced, while Mr. Arnold Silcock is preparing *A History of Chinese Art*, to be issued in connexion with the forthcoming exhibition at Burlington House. A new volume in *The Oxford History of England*, covering the years 1870–1914 and prepared by Mr. R. C. K. Ensor, is promised.

* * *

Several Public Lectures arranged for this term by UNIVERSITY COLLEGE, LONDON, remain to be delivered. Among them are two by Dr. Phyllis M. Tookey Kerridge, on November 18 and 25, at 5 p.m., on the physiology of hearing, and a course of five lectures by M. A. Alexandre on "The French Revolution: Elements of a Psychological Study," beginning on December 2, at 5.30 p.m. Sir Raymond Unwin is speaking on slum-clearance on November 19, at 5.15 p.m.

* * *

Prof. W. P. Yetts is giving a lecture at the Courtauld Institute of Art, 20 Portman Square, W. 1, on November 26, at 5.30 p.m., on the forthcoming CHINESE EXHIBITION. Admission is free by ticket obtainable from the Director of the Courtauld Institute.

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Education and the Election

As we go to press, the date of the forthcoming election has been announced and Parliament is about to be dissolved. The present Government's achievements in education have now terminated and their value will doubtless be debated with other matters in the campaign that leads to the polls in the middle of this month.

We have no bias for the programme of any one of the three great parties, and we would deprecate the undue extension of political controversy into the field of education. Nevertheless it is well for us to consider the relative significance of educational policy as one of the subjects around which electoral promises and discussion will revolve.

Among the main issues of practical importance are the raising of the school leaving age and the improvement of school buildings. On the necessity of these two reforms all parties are agreed, but there is not so much agreement about the speed with which they can be accomplished. Undoubtedly, it was confidently expected in the period 1925 to 1930 that considerable progress would have been made by 1935 in implementing these reforms. Yet they are as urgently needed now as ever and very little, if anything, has been done in the last four years to bring them to fruition.

It is necessary in considering this point to recall the electoral history of the present Government. The Government was returned in 1931 with a mandate to strengthen the Nation's financial position and, at a time when industry and trade were reeling everywhere from a series of shocks unprecedented in modern times, it was assumed that industrial and financial recovery had to take the first place in the Government's programme of work. The major problems of unemployment and foreign policy soon became increasingly important and it was not surprising, therefore, that social legislation had

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to take second place and, in particular, that educational development came to a stand-still.

Not even the friendliest supporter of the present Government's record can claim, therefore, that the period 1931 to 1934 has, in the realm of education, been other than one of suspended animation. True, the Government has by stages restored the reductions imposed on teachers. Grants have come back almost to their former level and the Board of Education has steadily gone ahead with the task of consolidation within the limits imposed by financial considerations. But the time has now come for a further advance and unless the breakdown of the League compels a race for re-armament, it should be possible to see an advance in the two directions we have cited—the raising of the school leaving age and the improvement of school buildings.

As for the first of these, all three parties are in favour of it. There may be a few obscurantist critics in the Conservative party who oppose it, but there are backwoodsmen in all right-wing parties and we may count on the known sympathies of the Prime Minister to keep in their right place such reactionaries who belong more properly to the early nineteenth century. The only serious opposition may come from those who are attracted by the vision of greater industrial efficiency and who would urge that a delayed entrance to industry is not beneficial to juveniles. The obvious reply is that a suitable education during the extra year at school will fit them all the more to become efficient citizens and workers. All three parties are expected to promise the raising of the school leaving age as an immediate practical reform, and whatever Government is returned to power a subsequent failure to honour this undertaking will be rightly regarded as a very serious affront to the electorate.

The re-building of our schools is another reform on which all parties are agreed, but doubtless they disagree about the pace at which the reconstruction can be effected. Any one leaving London or any other large city by road or railway can see school premises that are unattractive, sunless and antiquated, lacking in playground space and deplorably equipped to perform their functions in this third decade of the twentieth century. Like so many of our railway stations they belong to an uncomfortable and ugly age of the past. In the heart of the country-side one may see similar buildings on a diminutive scale, badly lit, ill provided with modern sanitation, in some cases not even possessing the minimum decency of a supply of pure water. Now that money is so cheap, the three parties should pledge themselves not merely to build more new schools, but to reconstruct radically those multitudinous relics of the past that are a scandal to our educational system.

One minor question may be mentioned here on which all three parties ought to be united but which seems strangely absent from the pronouncements so far issued. We refer to the necessity for increasing the status of education as a social service by enhancing the position of the Board of Education, and, in particular, by raising the President of the Board to higher rank within the Cabinet. Until we learn to think of him as one of the four or five major ministers in the Cabinet, and until his office is regarded as a high honour and not as a stepping stone to another ministry, we shall fail to give education its proper place on the perspective of Parliament and of the Nation. There are too many and too frequent changes in the Presidency—there have been no less than fourteen Presidents in the last twenty-eight years—and the office should not be held (as it has been recently) as a kind of Ministry without portfolio. One simple measure will achieve this necessary reform. The salary of the President of the Board, which is now £2,000, should be raised immediately to £5,000 and thus equal to that paid to the Secretary of State for War or the Home Secretary. We mention this reform if only to add that we have no hope of seeing it effected, whatever party is returned to power.

On other and various matters all three parties will no doubt present differing programmes. The Labour Party will advocate secondary education for all and the abolition of the special place system, views which will no doubt be shared by the Liberals, while the Conservatives will presumably press for the retention of the income test for special place pupils. The Labour Party will call for the control and inspection of private schools, while the supporters of the Government will have to explain how the report of the inquiry into these schools, which was submitted two years ago, has not yet called for legislation. Controversy will range round other questions such as maintenance allowances, the development of school medical services and the provision of adequate playing fields and facilities for physical education. Doubtless, too, pledges will be given that any salary scales negotiated through the machinery of the Burnham Committees will be honoured implicitly by whatever party is returned to power. Finally, no party can afford to minimize the importance of technical education and of ensuring that in equipment and design our technical colleges and schools will provide ample opportunity for the rising generation to develop that increased technical skill that is required of our country to maintain her place among the nations.

We think, however, that the reforms referred to in the preceding paragraphs will, if effected, be sufficient in themselves to mark a striking advance. To raise the school leaving age and reconstruct our school buildings are concrete reforms capable of achievement though requiring thorough preparation and organization, and if they are carried through successfully by the next President of the Board, he will have thoroughly justified that enhancement of his office as a Minister which is necessary if education is to receive its rightful place as a public service second to none.

The HUXLEY LECTURE for 1935 will be delivered at Charing Cross Hospital Medical School on November 28, at 5 p.m., by Prof. E. Mellanby, Secretary of the Medical Research Council.

* * *

Prof. S. H. Hooke is giving a course of twenty-four lectures at KING'S COLLEGE, LONDON, on Thursdays, at 6.30 p.m., on the archaeological background of the Old Testament. The fees for these lectures are 2s. 6d. for single lectures, or £1 10s. for the course.

* * *

The Autumn List issued by MESSRS. METHUEN & CO., LTD. announces two new volumes in the Labour Shows the Way Series, on planning prosperity, by David R. Grenfell, M.P., and utilization of the land, by Tom Williams, M.P., respectively. A full account of the economic development of Great Britain is promised in a forthcoming volume by Arthur Birnie entitled: *An Economic History of the British Isles*. Several additions are being made to the valuable series of Methuen's Monographs on physics and other subjects; some titles and authors are *Infra-Red and Raman Spectra*, by Dr. G. B. B. M. Sutherland, *The Quantum Theory of Valency*, by W. G. Penney, *The Chemistry of Rubber*, by Dr. H. Freundlich, *Plant Viruses*, by Dr. Kenneth M. Smith, and *Tissue Culture*, by E. N. Willmer.

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Occasional Notes

The President's Speeches.

THE President of the Board of Education is taking his new duties very seriously, and has lately made several speeches in various towns. During a tour in South Wales, in opening a new secondary school at Bridgend, he referred to the passionate zeal for education which was characteristic of Wales, one result being that Wales achieved her great charter of Intermediate Education in 1889—thirteen years before the corresponding statute in England. Education, he said, must not unfit boys and girls for their future occupations, but it would be a terrible mistake to judge education solely by its success in turning out wage-earners. At Sheffield, he spoke of the development of education on the new housing estates which have provided authorities with an opportunity for new and progressive ideas in their school buildings and for introducing a wide and varied curriculum to secure that children become familiar with the art of expression in their own language, learn something of general science, and develop craftsmanship and the use of hand and eye. At Manchester, speaking of the new renaissance in education, he said that during the past fifteen years we had been witnessing a change of attitude in education comparable only to that change which took place in the fourteenth and fifteenth centuries. We now concentrate on the pupil as a human being. Great importance must now be attached to physical exercises, which laid the foundation of a sound physique and healthy habits, and also to out-of-school activities which taught the child to be healthy in his leisure time, school journeys being a particularly valuable means to this end. We are glad to hear that these speeches have made an excellent impression.

Teachers as Politicians.

THE *Spectator*, in commenting on the discussion at the Labour Party Conference concerning the action of schools or universities in forbidding members of their staffs to become Parliamentary or municipal candidates, expresses views with which most teachers will be in agreement. After saying, quite rightly, that it is clearly impossible to judge the two cases that were mentioned without full knowledge of all the facts, it remarks: "In some circumstances it might be incompatible with professional work that members of a staff should be giving much time to Parliamentary or municipal tasks. On the other hand, it is highly desirable that the teaching profession should be represented on public bodies; and, if it is represented, there should be no distinction on the part of employers between one party and another. Nor would it be anything but an advantage to schools and universities that some of their teachers should be so much in touch with practical life as to be capable of taking some active share in politics." This is sensible enough. Teachers ought not, because they have adopted a certain profession, to lose their rights as ordinary citizens. They can, and some of them do, render excellent service as members of public bodies. Only a narrow view of what citizenship should mean still prevents them in some districts from doing public work which they are well qualified to perform. We thank the *Spectator* for directing attention to the matter.

The Class Teachers' Federation.

IN his presidential address to the National Federation of Class Teachers, Mr. H. Cotgrave laid stress on the fact that many reforms are still needed in our educational system. He emphasized the slow progress made in the elimination of "Black List" schools, which number 1,244—only seventy-two have been removed from the list during the past year; and he referred to the small encouragement afforded to nursery schools, whose number increased only from forty-six to sixty-two between 1931 and 1934. Within the next thirty years, he said, every child in every country could be fully educated if we would use our new-found resources. The problem and controversy is not now whether we shall give universal education, but far more important and complex is the query: "What shall be the aim of education?" Let them approach the "new education" in the spirit that children have rights and liberties as well as their elders. Other features of the Conference were an attack on the Board of Education's operation of Circular 1437 and its refusal to allow local education authorities to give free milk and food to school children on an income basis; an interesting discussion on unilateral as against multilateral post-primary schools, the former appearing to find most favour; and a demand that junior instruction centres should conform to general school regulations in respect of staff, equipment, and buildings. A helpful and interesting conference.

London University.

IN an account of the recent history of London University, in the Silver Jubilee number of *The Times Educational Supplement*, Mr. Humberstone reminds his readers of the "bitter controversies" in the University in 1910, when the Haldane Commission was sitting, while acknowledging Haldane's own enthusiasm for the cause and his practical contribution to its progress. There is now "a serener atmosphere of goodwill and co-operation, a fuller recognition of the magnitude of the appointed task, a surer stroke in its execution." Ironically, the greatest achievement has been the acquisition of the Bloomsbury site, for which Haldane was the baffled advocate. The University has shared in the general educational development, and is indebted greatly to the post-1903 growth of secondary schools in London. But the increase of internal students from 4,205 to 13,038 in twenty-five years may give rise to some misgiving. London is strong meat for the adolescent. There was a time during the War when the increase in circulation of newspapers caused great alarm to the proprietors. On the whole, however, as Mr. Humberstone says, "there is good cause for jubilation."

The O.T.C.

WHEN the headmaster of a public school writes to a newspaper, he usually writes sense. Mr. S. M. Toyne's letter to *The Times* on "The O.T.C. and Army Commissions" is a good example. Why blame the shortage of Territorial officers to the O.T.C.? If there were no O.T.C. there would be fewer officers. Further, notwithstanding the opposition of pacifists and a portion of the League of Nations Union, "a defence force is the highest form of peace propaganda." In the school

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O.T.Cs, boys who do not shine in athletics often attain positions of responsibility. Mr. Toyne agrees that the O.T.C. training should be made more interesting. It is a mistake, however, not to work boys hard in camp. "They like it." One point, which has been raised in these columns, the need for stricter conditions of age and physique for admission to the O.T.C., is not discussed in Mr. Toyne's letter. Otherwise the ground appears to be adequately covered and his arguments difficult to answer.

International Intellectual Co-operation.

THE lengthy Report of the International Committee on Intellectual Co-operation has just been communicated to the Council and members of the League of Nations*. Among other matters it deals with the teaching of international relations and the revision of school textbooks, and quotes a series of resolutions on the latter subject which have been made the basis of a draft declaration submitted to the League Assembly. This declaration, when adopted by a State, will ensure that school textbooks will be revised so as to omit matter prejudicial to other nations and will include a reasonable treatment of the history of other nations. Many other matters are dealt with in the Report, but the cumbrous titles of the various headings and the official jargon employed throughout are such as to discourage the average reader. Evidently the bureaucratic mind flourishes in Geneva as elsewhere. It ought surely to be possible for a brief but lucid report of such activities to be compiled that would clearly describe the excellent work that this committee is doing under considerable difficulties.

Progress at Oxford.

THE Master of Balliol (Mr. A. D. Lindsay) has been elected Vice-Chancellor of Oxford University, the first Socialist to attain this high office. Dr. F. J. Lys, the retiring Vice-Chancellor, reviewed the past years, recording numerous and varied developments, none perhaps spectacular. One result of the Royal Commission, the age limit for professors and other teachers, is becoming evident. Dr. Lys suggested that an adequate pension scheme would have ensured retirement in almost all cases where it was desirable "while retaining the services of men still capable of giving of their best." He reminded his hearers that compulsory retirement is not accepted in many important offices in Church and State. He was not favourably disposed toward the principle of a permanent Vice-Chancellor. Constitutionally, the Vice-Chancellor at Oxford acts not as a dictator but as chairman of a council, the members of which in turn represent the opinions of their constituents. It was questionable whether it would be wise to give the Vice-Chancellor greater authority.

Aeronautical Research.

CAMBRIDGE UNIVERSITY has decided to accept the generous offer of Sir John Siddeley, of £10,000 to promote aeronautical research. Prof. Melvill Jones having shown that the researches would not be directed toward any specific object of a military character, the *non-placet* was withdrawn. Any other result would have stultified the University and created a bad precedent. A large group of influential members of the University pointed out that every branch of natural science may find military application. The aeroplane has already brought abundant blessing to the world. Our universities cannot be held responsible for its exploitation for war purposes. Moreover, study of the principles of aeronautics may produce the antidote as well as the poison.

* Report C.290. M.154. 1935. Allen & Unwin. 2s. 6d. net.

Birkbeck College.

THE DUKE OF YORK has accepted the presidency of Birkbeck College, and an appeal is to be issued for £200,000 for the erection of a new college on the Bloomsbury site of the University of London. The College, founded in 1823, is thirteen years older than the University, but only a few years older than University College. Both in a sense came from Scotland, Birkbeck College being the London counterpart of the "Mechanics' Institution" founded in Glasgow by Dr. George Birkbeck, who migrated to London. Originally, the College was designed to give instruction to students in the arts they practised and from an early stage women were admitted. In course of time, Birkbeck College became one of the most important institutions for the education of evening students, and its present work is mainly academic and research, technical instruction being amply provided for in the polytechnics scattered throughout the metropolis. The College was admitted as a School of the University in 1920. Its governing body has the interesting and peculiar characteristic of including a representative of the students.

The School-Leaving Age.

IN an article in *The Times Educational Supplement*, Mr. T. Ll. Humberstone advanced a novel suggestion for solving the school-leaving age question. He thinks that each child should be regarded as an individual problem; that experts should decide what is in the best interests of the child in regard to intellectual and physical education and training; and that, subject to appeal, the decision should be enforceable. Such a system would have the merits of elasticity and economy; it could readily be adjusted to local and national circumstances of employment and finance. If worked impartially, it would secure for every adolescent a chance to achieve his personality, through education or through work, or a combination of these. "I don't like work," wrote Conrad, "but I like what is in work—the chance to find oneself, your own reality—for yourself, not for others—what no other man ever knew." In the discussion in the correspondence columns of *The Times*, Sir J. J. Thomson stressed the value of manual work in the development of some types of personality.

Day Continuation Schools.

IN a letter to *The Times*, Sir Francis Goodenough has endorsed Mrs. Lowe's plea for day continuation schools. For about a century, he says, it has been usual for industry in this country to rely for its supply of trained men mainly on the willingness of able and ambitious young people to devote their "leisure" time to study at the end of their day's work. Would not a more generous policy be practicable and also sound business in current industrial circumstances? By using existing technical schools, the expense could be kept within reasonable limits. It has been calculated, Sir Francis Goodenough states, that the existing schools would accommodate 150,000 students in attendance at them for two half-days a week. Another half-day, we would suggest, might be devoted to organized physical training. Large works should be given every encouragement to organize this training within their own walls.

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SIR RICHARD GREGORY, in his presidential address to the Association of Special Libraries and Information Bureaux, pleaded for the poetical interpretation of science, urging that poetry and science represent complementary attitudes toward nature. Some of our great poets, Milton and Tennyson, for example, have shown knowledge of nature's operations and laws. But modern science brings no echoes from the poet. Kipling's "M'Andrew's Hymn" is an inspiring tribute to the *ethos* of the engineer. The pure man of science, working in silence and alone, inspires no poets. We agree with Sir Richard Gregory that it would be encouraging to those workers if the poet strayed occasionally into their laboratories and not only showed interest in their task but interpreted to the world the message and inspiration of science. But is there much hope that a new race of poets will arise? Specialization is becoming so intense that even men of science are divided into groups, unable to understand each other's language.

Poetry and Science.

THE report of the Scottish Committee of the Council for Art and Industry resembles in most respects the corresponding report issued for England, but circumstances in these two countries are not quite the same, and hence a separate report was necessary. The two main problems discussed by the Committee were: (1) How best to raise the level of design in Scottish industry. (2) The education of public taste in the appreciation of good design. The solution of these problems must be sought in the schools and the Committee offers some important suggestions regarding the teaching of art to young people. It proposes that instruction in art (including craft) should be made compulsory throughout the advanced division and secondary school, but that in the later years such pupils as show no particular talent for drawing and painting should concentrate on design carried out in craft and also on art appreciation. Art appreciation should be taught from the earliest stage and should have a definite place throughout school life. This would necessitate that more attention should be paid by education authorities to the architecture, decoration, and environment of our schools. The Committee criticizes strongly the traditional bias toward an academic education, out of keeping now with the needs of modern life, and urges a fuller realization of the value of art and art appreciation as an integral part of a complete education. It is hoped that the universities will put art on a level with other subjects. There is a recommendation also that a more extensive training is required for primary teachers and that "refresher" courses, special lectures, and exhibitions of art and craft should be more frequently provided.

Art in Scottish Education.

NOW that the cuts in teachers' salaries imposed during the financial crisis of 1931 have been restored in full, the teachers in the Glasgow area are left with a distinct grievance. In Glasgow, as in London, teachers' salaries were higher than in other districts, presumably to meet the higher cost of living, and to compensate for the discomfort of teaching in large city schools, situated all too frequently in mean streets. Before the cuts were imposed in 1931, Glasgow had already reduced salaries by 10 per cent and then, with the fall in grant consequent in the financial crisis, a further reduction of $3\frac{3}{4}$ per cent was exacted. Glasgow teachers were thus at a disadvantage compared with other teachers as the reduction imposed by the Treasury was limited to a 10 per cent cut. All these reductions have now been restored throughout Scotland, but in Glasgow only the $3\frac{3}{4}$ per cent cut has been made good, and the teachers are naturally dissatisfied when they realize that everywhere else restoration has been made in full. A representative deputation recently had an interview with Sir Godfrey Collins, the Secretary for Scotland, in order to express this dissatisfaction and to make out a claim for a full restoration. Sir Godfrey expressed his sympathy but declined to interfere on the ground that the first reduction was a purely domestic arrangement and that the Glasgow authority had in fact restored in full the cut effected in response to the Government Circular of September, 1931. The case can scarcely rest there. The circumstances that originally warranted a higher scale in Glasgow are still operative and it is to be hoped that the Education Committee may yet come to prefer justice to economy.

Salaries of Glasgow Teachers.

AN article contributed by Mr. Cloudesley Brereton to the September number of *The Nineteenth Century and After* brings out clearly the need of watchful care in taking the next step toward a satisfactory organization of our school system. The policy of the London County Council in increasing the number of scholarships available at secondary schools sounds well. But is it wise to induce still more boys and girls to embark upon a course which is of a predominantly academic character? Mr. Brereton puts the case strongly for "a complete and elastic system" which would include the elementary school till 11 plus, then an intermediate stage from 11 plus to 16 plus, comprising the secondary school pupils who have not yet taken the certificate, the central school pupils, and ultimately the pupils from trade and junior technical schools. Mr. Brereton knows France almost as well as he knows England, and he is convinced that the more practical English temperament would be better suited by an extension of a junior technical education in which liberal culture is not neglected, than by an indefinite extension of a type of secondary education in which practical and vocational subjects are out of the picture.

The Tendency to Multiply Secondary School Places:

THE only alternative, as Mr. Brereton reminds us, seems to be an ever-growing expansion of secondary education. It is, of course, conceivable that secondary schools should be enlarged and reorganized so as to include a form of education now given by the central and junior technical schools, and people who have spent their professional lives in secondary schools may naturally lean to this view. But such a development, at any rate in London and in other great cities, would inevitably lead to the establishment of enormous schools. "Assuming," says Mr. Brereton, "the present rush toward free secondary education succeeds, they will find, if the suggestion of multilateral sides is adopted, their schools swollen beyond all recognition." He quotes a French headmaster who said that it took him all his time to know his staff by sight, and that he knew

And its Dangers.

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only those pupils who were sent to him for disciplinary reasons. Vast swollen schools are also common in America, with results which should give us pause. We do not want to continue an organization based partly upon social exclusiveness, but equally we do not want to sacrifice the advantages of types of school corresponding with types of mentality.

Northern Ireland: Education Levy.

THE Minister of Finance of Northern Ireland has arranged a scheme which, for the moment at any rate, may quiet the storm of objections to the education levy. The levy will not be imposed on the new valuation until April, 1937, while the Government has agreed to pay its grants in aid of educational expenditure on the basis of the new valuation from the same date. The concession does not seem to be a big one. Meanwhile, the Belfast Corporation's appeal to the Privy Council against the whole principle of the levy is believed about to be heard. Belfast can be proud of its nineteen large new schools which have cost about £20,000 each. The scheme is not yet completed as other new schools are being built or planned, while many old schools have been enlarged or re-conditioned.

Irish Free State.

THERE is no convincing explanation of the strange diminution in the numbers attending primary schools. It is all the more remarkable as it has occurred during a period when the population has been increasing. At any rate, it has been most unfortunate for assistant teachers who have, in many cases, had their salaries reduced and in no less than eighty-one cases have been altogether suspended. As the reduction is not due to any fault on the part of the teachers they have a very distinct claim for special consideration by the Government.

Youth and Leisure:

AN admirable survey of girls' organizations in England and Wales has been published by Miss Madeline Rooff under the auspices of the Carnegie United Kingdom Trust and the National Association of Girls' Clubs.* Her survey occupies a substantial quarto volume of 264 pages and covers every type of organization that offers recreational facilities for girls. Particulars of these bodies are given, their relations to statutory authorities, such as L.E.A's, are described, and there are valuable chapters on girls' clubs in their relation to the community and on economic and social conditions in their relation to the problems of leisure. The result is a volume that is indispensable to those interested in the welfare of the adolescent girl. The adolescent boy has received more attention and boys' clubs are more numerous and as a rule more adequately equipped than girls' clubs, hence this survey supplies a much-needed want and incidentally illustrates the public-spirited work of the Trust.

And the Need for Leaders.

THE report emphasizes the variety of organizations that offer recreational facilities for girls, but it also shows how much still remains to be done before the field is adequately covered. The tendency is for girls' organizations to break away from association with adult activities and to develop independence by concentrating on their own distinctive needs. The pioneer stage in these organizations has now developed sufficiently to call for more trained leaders and stronger financial resources. Whether aid can be sought from public funds is doubtful, but at whatever cost full-time leaders must be provided. Moreover, as the best of born leaders will be all the better for sound training, the cost of expert advisers and grants for full-time workers may have to be borne by public funds. In this as in every other field of social effort the call is for expert training and planned development.

The National Council of Education for Wales.

THE scheme for a National Council of Education was launched early this year with considerable enthusiasm and still more optimism. However, the passage of time has revealed the inevitable and perhaps obvious difficulties of the proposals and it is symptomatic that the Newport Education Committee has just decided to await further information before committing itself to support of the Scheme. The advantages of the Scheme have been fully expounded by its advocates, but the disadvantages have not yet been systematically discussed. It is sufficient to note that the financial proposals alone would involve the removal from Whitehall of the control over Education Grants in Wales, and that the salaries of Welsh teachers would no longer be decided by the present Burnham Committees. The administrative implications would be more serious still for the proposals would necessitate the creation of a special Welsh Civil Service, unless as an alternative, the administration were to be controlled by the Council itself, an unwieldy body of over 200 members. Time will show whether the Government, the teachers, and the ratepayers will cordially approve of the Scheme, but having regard to the facts, we shall be very surprised if it goes through.

Unemployment among Teachers in Wales.

THE scarcity of teaching posts in Wales where the supply traditionally exceeds the demand, is reflected in the report of the Carmarthen Training College recently presented to the Governing Body of the Church in Wales. In 1933 the number of students who left the College was 100, of whom thirty found posts in Wales, and the remainder in England. In 1934 there were thirty-one leavers, of whom only two found posts in Wales. This is only one, but a typical example of the difficulty that Welsh teachers have in finding employment in their own country. Their difficulty is accentuated by the decline in child population due to emigration from Wales to the prosperous areas around London. Thus, Monmouthshire is losing children from the school rolls at the rate of 1,400 a year and the Board have now requested the local education authorities to reduce the establishment of teachers from 1,703 to 1,630. Nevertheless, in this county, as in other parts of Wales, there are still too many large classes and a reduction in their number would surely obviate reductions in the teaching establishment. We would observe that to raise the school-leaving age is a question of urgency in Wales, where unemployment, particularly among juveniles, is so high. The problem of finding sufficient teachers if this reform were enforced would be easily surmounted, and the University and training colleges would be relieved of considerable anxiety how to find employment for their students.

* *Youth and Leisure*, by Madeline Rooff. The Carnegie Trust, Dunfermline.

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University and School Holidays and Functions

	Christmas Vacation	Other Functions
University of Aberdeen	Dec. 21 to Jan. 13	
Bedford College for Women, London	Dec. 19 to Jan. 14	
Birkbeck College	Dec. 23 to Jan. 11	Dramatic Production by "The Birkbeck Players," Nov. 8 and 9. Students' Union Christmas Party, Dec. 21.
University of Birmingham	Dec. 21 to Jan. 14	
University of Bristol	Dec. 19 to Jan. 15	
University of Cambridge	Dec. 20 to Jan. 4	
Courtauld Institute of Art, London	Dec. 19 to Jan. 13	
University of Dublin	Dec. 12 to Jan. 9	
University of Durham:		
Armstrong College, Newcastle-upon-Tyne	Dec. 21 to Jan. 6	
College of Medicine, Newcastle-upon-Tyne	Dec. 21 to Jan. 14	
Durham Colleges	Dec. 14 to Jan. 21	
University of Edinburgh	Dec. 20 to Jan. 14	Graduation Ceremonial, Dec. 20.
University College, Exeter	Dec. 21 to Jan. 18	
Faraday House Electrical Engineering College	Dec. 20 to Jan. 6	
University College, Galway	Dec. 21 to Jan. 11	
University of Glasgow	Dec. 13 to Jan. 7	
Goldsmiths' College	Dec. 18 to Jan. 7	Old Students' Reunion, Nov. 16. Christmas Concert, Dec. 14.
Guy's Hospital Medical School	Dec. 14 to Jan. 5	
University College, Hull	Dec. 18 to Jan. 14	
Imperial College of Science and Technology, London	Dec. 20 to Jan. 13	
Institute of Education, London	Dec. 21 to Jan. 13	
King's College, London	Dec. 18 to Jan. 14	Annual College Dinner, Waldorf Hotel, Dec. 17.
King's College Hospital Medical School	Dec. to Jan. 13	
King's College of Household and Social Science	Dec. 18 to Jan. 14	
University of Leeds	Dec. 19 to Jan. 8	
University College, Leicester	Dec. 14 to Jan. 7	End of Term Social, Dec. 13.
University of London	Dec. 20 to Jan.	Celebration of Foundation Day, Nov. 21.
London Hospital Medical School	Dec. 14 to Jan. 5	
University College Hospital Medical School, London	Dec. 14 to Jan. 8	
University of Manchester	Dec. 20 to Jan. 13	Degree Day, Dec. 19.
Middlesex Hospital Medical School	Dec. 18 to Jan. 6	Annual Autumn Ball, Nov. 5.
Municipal College of Technology, Manchester	Dec. 19 to Jan. 14	
School of Oriental Studies, London	Dec. 20 to Jan. 13	
University of Oxford	Dec. 8 to Jan. 18	
Queen Mary College	Dec. 21 to Jan. 13	
Queen's University, Belfast	Dec. 20 to Jan. 14	
University of Reading	Dec. 13 to Jan. 9	
Royal Free Hospital Medical School	Dec. 18 to Jan. 13	Hospital and School Dinner at Savoy Hotel, Nov. 28.
Royal Holloway College, Englefield Green	Dec. 19 to Jan. 16	
University of Sheffield	Dec. 19 to Jan. 13	
School of Slavonic Studies, London	Dec. 19 to Jan. 14	
Somerville College, Oxford	Dec. 8 to Jan. 18	
University College, Southampton	Dec. 21 to Jan. 13	
University of St. Andrews	Dec. 13 to Jan. 7	
St. Bartholomew's Hospital Medical School	Dec. 17 to Jan. 9	
St. George's Hospital Medical School	Dec. 16 to Jan. 1	Prize-giving and Inaugural Address, Nov. 13.
St. Hugh's College, Oxford	Dec. 9 to Jan. 17	
St. Mary's Hospital Medical School	Dec. 12 to Jan. 7	
University of Wales:	Dec. 13 to Jan. 14	
Aberystwyth	Dec. 13 to Jan. 14	
Bangor	Dec. 13 to Jan. 6	
Cardiff	Dec. 13 to Jan. 14	
Swansea	Dec. 13 to Jan. 6	
Welsh National School of Medicine, Cardiff	Dec. 13 to Jan. 14	
Westfield College	Dec. 19 to Jan. 14	
Aldenham School	Dec. 20 to Jan. 21	
Alexandra College, Dublin	Dec. 20 to Jan. 14	Students' Night, Dec. 19.
Alice Ottley School	Dec. 20 to Jan. 21	
Alleyn's School	Dec. 21 to	Football *v.* Alleyn Old Boys, Nov. 9.
Ampleforth College	Dec. 19 to Jan. 23	
Ardingley College	Dec. 19 to Jan. 17	Football Matches, Nov. 13, 27, Dec. 7, 14.
Ashford County School for Girls	Dec. 18 to Jan. 9	
Ashford High School for Girls	Dec. 18 to Jan. 15	Prize-giving by Sir Josiah Stamp, Nov. 15.
Atherley School for Girls	Dec. 19 to Jan. 16	
Badminton School	Dec. 19 to Jan. 16	Sale of Christmas Presents in aid of Chapel Fund, Nov. 30.
Bath Girls' High School	Dec. 18 to Jan. 16	Diamond Jubilee Celebrations, Dec. 12, 13, 14.
Battersea Grammar School	Dec. 18 to Jan. 14	Speech Day and Prize Distribution, Dec. 18
Beaumont College	Dec. 18 to Jan. 16	
Bede College	Dec. 14 to Jan. 13	
Bedford Girls' High School	Dec. 18 to Jan. 15	
Bedford Modern School	Dec. 17 to Jan. 16	Old Bedford Modernian Dinner, Nov. 23. Founders' Day Service, Nov. 24.
Bedford Modern School for Girls	Dec. 18 to Jan. 15	Speech Day, Nov. 27.
Bedford School	Dec. 17 to Jan. 17	"At Home" at the School for Old Bedfordians, Nov. 16.
Bedgebury Park	Dec. 18 to Jan. 16	
Belvedere School, Liverpool	Dec. 18 to Jan. 16	Prize-giving (by invitation), Nov. 28.
Bergman Osterberg Physical Training College	Dec. 17 to Jan. 14	Jubilee Dinner at Savoy Hotel, Nov. 29.
Bilston Girls' High School	Dec. 20 to Jan. 13	
Birkenhead High School	Dec. 18 to Jan. 16	Prize-giving, Nov. 29.
Birkenhead School	Dec. 18 to Jan. 16	
Bishop Blackall School	Dec. 19 to Jan. 10	
Bishop's Stortford College	Dec. 17 to Jan. 15	
Blundell's School	Dec. 20 to Jan. 17	Football Fixtures, Nov. 9, 16, 23, 30, Dec. 7, 14.
Bolton Girls' School	Dec. 20 to Jan. 10	Performance of "Iphigenia," Dec., 11, 12, 13.
Bootham School	Dec. 19 to Jan. 16	
Bournemouth Collegiate School for Girls	Dec. 18 to Jan. 16	School Concert, Nov. 8.
Bradfield College	Dec. 16 to Jan. 17	
Brentwood School	Dec. 18 to Jan. 17	"Richard II," Dec. 7, 9, 10.
Bridlington High School for Girls	Dec. 20 to Jan. 15	
Bridlington School	Dec. 17 to Jan. 16	Old Boys' Annual Reunion, Dec. 13, 14, 15.
Brighton College	Dec. 18 to Jan. 21	"The Mikado," Dec. 14 and 16.
Bromley County School for Girls	Dec. 19 to Jan. 9	Speech Day, Nov. 19.
Bromley High School	Dec. 18 to Jan. 16	Distribution of Prizes at Central Hall, Bromley, Nov. 26.
Bromsgrove School	Dec. 18 to Jan. 16	1st XV Fixtures, Nov. 2, 9, 13, 16, 23, 30, Dec. 16.
Burton-on-Trent Girls' High School	Dec. 19 to Jan. 14	

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	CHRISTMAS VACATION	OTHER FUNCTIONS
Cambridge and County High School for Boys	Dec. 19 to Jan. 9	School Concert, Dec. 17 and 18. Old Boys' Dinner, Jan. 11.
Campbell College, Belfast	Dec. 17 to Jan. 14	
Canford School ..	Dec. 19 to Jan. 17	
Casterton School ..	Dec. 18 to Jan. 15	Prize-giving, Nov. 1.
Caterham School ..	Dec. 20 to Jan. 14	1st XV Rugby Match *v.* Old Boys, Nov. 2.
Charles Edward Brooke Girls' School	Dec. 18 to Jan. 9	
Charterhouse	Dec. 20 to Jan. 21	
Chelsea College of Physical Education for Women	Dec. 18 to Jan. 8	Annual Christmas Party, Dec. 17.
Cheltenham College ..	Dec. 17 to Jan. 17	Rugby Football, Nov. 9, 30, Dec. 7.
Cheltenham Ladies' College	Dec. 19 to Jan. 15	
Chigwell School ..	Dec. 20 to Jan. 17	School Concert, Dec. 19.
Christ's Hospital, Horsham	Dec. 19 to Jan. 17	School Concert, Nov. 30.
City of London School ..	Dec. 19 to Jan. 16	
Clapham High School ..	Dec. 19 to Jan. 15	Prize-giving, Dec. 6.
Clergy Daughters' School, Bristol	Dec. 20 to Jan. 14	
Clifton College	Dec. 20 to Jan. 17	
Colston's Girls' School ..	Dec. 20 to Jan. 15	Commemoration Day, Nov. 15. Distribution of Prizes, Jan. 23.
Cranbrook School ..	Dec. 19 to Jan. 16	Music Society Concert, Nov. 20.
Cranleigh School ..	Dec. 17 to Jan. 17	Old Cranleighan Annual Dinner, Dec. 11.
Crediton High School ..	Dec. 19 to Jan. 15	
Dauntsey's School ..	Dec. 20 to Jan. 17	
Dean Close School, Cheltenham	Dec. 20 to Jan. 17	Commemoration Day, Nov. 2.
Denstone College ..	Dec. 17 to Jan. 17	
Derby Girls' High School	Dec. 20 to Jan. 14	Prize-giving, Nov. 29.
Douai School, Woolhampton	Dec. 18 to Jan. 16	
Dover College	Dec. 20 to Jan. 20	Old Dovorian Week-end, Dec. 7 and 8.
Dover County School for Girls	Dec. 18 to Jan. 8	
Downs School, Seaford..	Dec. 17 to Jan. 17	
Downside School ..	Dec. 17 to Jan. 16	
Dr. Williams' School, Dolgelly	Dec. 21 to Jan. 20	
Durham School	Dec. 17 to Jan. 17	School Concert, Dec. 14 and 16.
Eastbourne College ..	Dec. 17 to Jan. 17	School Concert, Dec. 14.
Edgehill Girls' College..	Dec. 20 to Jan. 14	
Elizabeth College ..	Dec. 17 to Jan. 14	
Eltham College	Dec. 19 to Jan. 14	Old Boys' Day, Nov. 2. School Play, Dec. 13 and 14.
Emanuel School ..	Dec. 21 to Jan. 13	School Ball, Dec. 14. School Play, Dec. 17, 18, and 19.
Epsom College	Dec. 16 to Jan. 17	Old Boys' Match, Dec. 7. Old Boys' Dinner, Dec. 12.
Eton College	Dec. 18 to Jan. 22	
Exeter School	Dec. 20 to Jan. 16	Carol Services, Dec. 8, 15, 16.
Farringtons	Dec. 17 to Jan. 17	
Felsted School	Dec. 20 to Jan. 21	Rugby Football Matches, Nov. 2, 23, 27, 30.
Fettes College	Dec. 19 to Jan. 14	
Frances Holland (C. of E.) School, Clarence Gate	Dec. 18 to Jan. 15	
Framlingham College ..	Dec. 20 to Jan. 17	Speech Day, Nov. 7.
The Friary School, Lichfield	Dec. 20 to Jan. 14	
George Watson's College, Edinburgh	Dec. 20 to Jan. 7	
Glasgow Academy ..	Dec. 19 to Jan. 7	
Glasgow and West of Scotland College of Domestic Science	Dec. 20 to Jan. 7	
Godolphin and Latymer School	Dec. 19 to Jan. 13	
Godolphin School ..	Dec. 18 to Jan. 17	
Gravesend School for Girls	Dec. 18 to Jan. 9	
Gresham's School ..	Dec. 17 to Jan. 17	
Haberdashers' Aske's Hampstead School	Dec. 19 to Jan. 14	Old Haberdashers *v.* School at Rugby, Dec. 7.
Haberdashers' Aske's Hatcham Girls' School	Dec. 18 to Jan. 15	Speech Day, Nov. 19.
Haileybury College ..	Dec. 20 to Jan. 21	Football Fixtures, Nov. 2, 16, 23, 26, 30.
Harrogate College ..	Dec. 19 to Jan. 16	Performance of Handel's "Messiah," Part I, Dec. 13.
Harrow School	Dec. 19 to Jan. 17	
Headington School for Girls, Oxford	Dec. 17 to Jan. 14	
Hereford Cathedral School	Dec. 20 to Jan. 14	
Highgate School ..	Dec. 23 to Jan. 23	School *v.* Old Boys, Dec. 7. School Concert, Dec. 18.
Howell's School ..	Dec. 18 to Jan. 15	
Hulme Grammar School, Oldham	Dec. 20 to Jan. 14	Open Day, Nov. 1.
Hurstpierpoint College..	Dec. 18 to Jan. 22	Boar's Head Ceremony, Dec. 6. Shakespeare Play, Dec. 17 and 18.
Hymers College, Hull ..	Dec. 18 to Jan. 14	
Imperial Service College, Windsor	Dec. 18 to Jan. 17	Rugby Football Matches, *v.* Beaumont, Nov. 2; *v.* Douai, Nov. 28.
Ipswich High School for Girls	Dec. 18 to Jan. 16	
James Allen's Girls' School	Dec. 20 to Jan. 14	Prize-giving, Nov. 8.
Kelly College	Dec. 17 to Jan. 17	
Kendal High School for Girls	Dec. 17 to Jan. 15	
Kensington High School for Girls	Dec. 18 to Jan. 16	Play, Dec. 14 and 16.
Kent College	Dec. 19 to Jan. 15	
King Edward VI School, Southampton	Dec. 20 to Jan. 17	Speech Day, Dec. 3.
King Edward's School, Birmingham	Dec. 18 to Jan. 14	School Play, "Merchant of Venice," Dec. 14, 16, and 17.
King Edward's School, Stourbridge	Dec. 21 to Jan. 11	Speech Day and Prize-giving, Dec. 5.
King William's College, Isle of Man	Dec. 17 to Jan. 15	School Play, "The Fourth Wall," Nov. 7, 8, and 9. Rugby Football. Old Boys' Match, Nov. 9.
King's College School, Wimbledon	Dec. 20 to Jan. 17	
King's School, Canterbury	Dec. 17 to Jan. 21	O.K.S. Match, Dec. 16.
King's School, Chester ..	Dec. 19 to Jan. 14	Speech Day, Dec. 2.
King's School, Ely ..	Dec. 19 to Jan. 21	Christmas Party, Dec. 18.
King's School, Rochester	Dec. 21 to Jan. 21	1st XV Fixtures, Nov. 16, 23, Dec. 20. Old Roffensian Rugby Match, Dec. 14.
King's School, Worcester	Dec. 20 to Jan. 17	
Kingswood School ..	Dec. 19 to Jan. 16	
Lancing College ..	Dec. 17 to Jan. 17	Prize-giving and Concert, Dec. 7.
Lawnswood High School	Dec. 20 to Jan. 8	Speech Day, Nov. 12.
Leamington High School for Girls	Dec. 19 to Jan. 16	
Leatherhead School ..	Dec. 18 to Jan. 21	1st XV Matches, Nov. 6, 13, Dec. 9, 11.
Leeds Grammar School	Dec. 21 to Jan. 13	End of Term Concert, Dec. 17, 18.
Leeds High School for Girls	Dec. 21 to Jan. 13	
Leighton Park School, Reading	Dec. 17 to Jan. 17	Hobby Exhibition and J. B. Hodgkin Speech Competition, Dec. 14.
Leys School	Dec. 20 to Jan. 16	Bach Recital, Nov. 24.
Lincoln High School for Girls	Dec. 20 to Jan. 14	
Lincoln School	Dec. 19 to Jan. 14	
Liverpool College ..	Dec. 19 to Jan. 16	Speech Day and Prize Distribution, Nov. 29. School Concert, Dec. 16.
Liverpool College for Girls, Grove Street	Dec. 19 to Jan. 19	Confirmation, Dec. 3. Speech Day, Dec. 5.

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	Christmas Vacation	Other Functions
Liverpool College for Girls, Huyton	Dec. 19 to Jan. 16	School Play, "Toad of Toad Hall," Dec. 6 and 7.
Liverpool Collegiate School	Dec. 20 to Jan. 13	School Play, Dec. 14 and 16.
Liverpool Physical Training College	Dec. 20 to Jan. 22	Demonstrations of Physical Exercises, Dec. 18 and 19.
Loughborough High School for Girls	Dec. 21 to Jan. 15	
Magdalen College School	Dec. 21 to Jan. 18	Old Boys' Football Match, Nov. 9.
Maidstone Grammar School for Girls	Dec. 18 to Jan. 9	Prize-giving, Nov. 27. Barnardo Sale of Work, Dec. 7.
Malvern College ..	Dec. 17 to Jan. 17	Football Matches, Nov. 9, 16, 23, 30.
Malvern Girls' College ..	Dec. 19 to Jan. 16	Old Girls' Association Annual Dinner (Washington Hotel, London), Nov. 2.
Manchester Grammar School	Dec. 20 to Jan. 10	
Marlborough College ..	Dec. 17 to Jan. 17	
Mary Datchelor Girls' School	Dec. 20 to Jan. 14	Bazaar in aid of School Swimming Bath Fund, Dec. 6 and 7.
Merchant Taylors' School, Great Crosby	Dec. 20 to Jan. 16	
Merchant Taylors' School, Northwood	Dec. 17 to Jan. 14	School Concert, Dec. 16. Doctors' Day, Dec. 17.
Merchiston Castle School	Dec. 19 to Jan. 14	
Milham Ford School ..	Dec. 18 to Jan. 15	
Mill Hill School ..	Dec. 20 to Jan. 21	
Milton Mount College ..	Dec. 17 to Jan. 15	
Monkton Combe School	Dec. 20 to Jan. 21	School *v.* Old Monktonians, Dec. 14.
Monmouth School ..	Dec. 18 to Jan. 16	1st XV Fixtures, Nov. 2, 9, 30.
Monmouth School for Girls	Dec. 20 to Jan. 17	Intimate Opera (Frederick Woodhouse, Mabel Ritchie, and Geoffrey Dunn), Nov. 20.
Moravian School for Girls	Dec. 18 to Jan. 15	School Play, Dec. 13 and 15.
Newcastle-under-Lyme High School	Dec. 19 to Jan. 14	School Play, Dec. 15, 16. Old Boys' Match, Dec. 17.
Newcastle-upon-Tyne Central High School	Dec. 19 to Jan. 15	
Newcastle - upon - Tyne Church High School	Dec. 19 to Jan.	Prize-giving, Dec. 2.
Newcastle - upon - Tyne Royal Grammar School	Dec. 20 to Jan. 8	
Newport High School ..	Dec. 20 to Jan. 9	
North London Collegiate School	Dec. 20 to Jan. 14	Evening Performance, by Lloyds' Orchestra, Nov. 26.
Northampton High School for Girls	Dec. 21 to Jan. 14	Speech Day, Dec. 4.
Northampton Town and County School	Dec. 21 to Jan. 14	
Norwich High School for Girls	Dec. 18 to Jan. 16	
Norwich School ..	Dec. 20 to Jan. 20	Old Norvicensian Match, Dec. 14.
Notting Hill and Ealing High School	Dec. 19 to Jan. 16	
Oakham School ..	Dec. 20 to Jan. 17	Christmas Concert, Dec. 16. O.O. Football Match, Dec. 19.
Oundle School	Dec. 17 to Jan. 17	Performance of "The Great World Theatre," in Peterborough Cathedral, Nov. 6.
Overstone P.N.E.U. Public School for Girls	Dec. 17 to Jan. 16	Christmas Play, Dec. 14.
Palmer's Endowed School for Girls	Dec. 20 to Jan. 14	
Palmer's School, Grays	Dec. 21 to Jan. 13	
Park School, Glasgow ..	Dec. 19 to Jan. 7	Park School Seniors Association: Dance, Nov. 14; Dinner, Dec. 6.
Perse School	Dec. 18 to Jan. 15	Speech Day, Nov. 22.
Perse School for Girls ..	Dec. 18 to Jan. 15	Speech Day, Dec. 6.
Peter Symonds' School..	Dec. 20 to Jan. 13	Old Symondians' Match, Dec. 7.
Plymouth College ..	Dec. 21 to Jan. 16	
Pocklington School ..	Dec. 18 to Jan. 14	
Queen Elizabeth's Grammar School, Blackburn	Dec. 19 to Jan. 8	Speech Day, Dec. 18.
Queen Mary's High School, Warwick	Dec. 21 to Jan. 13	
Queen Mary's School, Walsall	Dec. 22 to Jan. 14	Speech Day, Nov. 14. Shakespearian Play, Dec. 18, 19, 20.
Queen's School, Chester	Dec. 20 to Jan. 15	Prize Day, Nov. 13.
Queenswood, Hatfield ..	Dec. 18 to Jan. 16	Opening of the Josiah Stamp House for Domestic Science Work, Nov. 22.
Radley College	Dec. 20 to Jan. 21	
Ramsgate County Girls' School	Dec. 18 to Jan. 9	
Redland High School ..	Dec. 19 to Jan. 15	
Roan School for Girls ..	Dec. 19 to Jan. 14	Staff Play, Dec. 12, 13, 14.
Rochester Grammar School for Girls	Dec. 18 to Jan. 9	
Roedean School ..	Dec. 19 to Jan. 15	Confirmation, Dec. 7.
Rossall School	Dec. 19 to Jan. 17	1st XV *v.* Sedbergh, Nov. 2.
Royal Academy of Music	Dec. 16 to Jan. 11	
Royal Belfast Academical Institution	Dec. 20 to Jan. 7	School Play, "Antony and Cleopatra," Dec. 18 and 19.
Royal College of Music..	Dec. 15 to Jan. 12	
Royal Grammar School, Worcester	Dec. 21 to Jan. 14	Speech Day, Nov. 7.
Royal Naval College, Dartmouth	Dec. 17 to Jan. 16	
Royal Technical College, Glasgow	Dec. 21 to Jan. 4	
Rugby School	Dec. 17 to Jan. 16	Confirmation, Nov. 30. Football, Nov. 9, 30, Dec. 7.
Rydal School	Dec. 19 to Jan. 17	Service in Hall and Annual Play, Nov. 2 and 3.
Sandecotes School ..	Dec. 20 to Jan. 17	
Sedbergh School ..	Dec. 20 to Jan. 21	1st XV Fixtures, Nov. 2, 9, 16, 26.
Sevenoaks School ..	Dec. 18 to Jan. 16	Confirmation, Nov. 22. Annual School Play, "Under the Red Robe," Dec. 13 and 14.
Sherborne School ..	Dec. 17 to Jan. 17	Confirmation, Nov. 24.
Shrewsbury School ..	Dec. 18 to Jan. 16	School Concert, Dec. 17. Football Fixtures, Nov. 13, 16, 23, 30.
St. Albans School ..	Dec. 18 to Jan. 16	School Dramatic Society present "The Crooked Billet," Dec. 16, 17.
St. Bees School	Dec. 17 to Jan. 17	1st XV *v.* Giggleswick, Nov. 23; *v.* Stonyhurst, Nov. 30.
St. Columba College ..	Dec. 18 to Jan. 17	Break-up Supper, Dec. 17.
St. David's College, Lampeter	Dec. 12 to Jan. 17	
St. Edmund's School, Canterbury	Dec. 16 to Jan. 16	Old Boys' Gathering, Dec. 13–16. Football *v.* Old Boys, Dec. 14.
St. Edward's School, Oxford	Dec. 19 to Jan. 20	Commemoration, Nov. 23. 1st XV Fixtures, Nov. 2, 9, 16, 30, Dec. 19.
St. George's School for Girls, Edinburgh	Dec. 19 to Jan. 8	
St. Katherine's, Heatherton Park	Dec. 19 to Jan. 16	
St. Lawrence College, Ramsgate	Dec. 17 to Jan. 17	
St. Leonard's School, St. Andrews	Dec. 18 to Jan. 16	
St. Margaret's School for Girls, Aberdeen	Dec. 19 to Jan. 9	
School of St. Mary and St. Anne	Dec. 18 to Jan. 16	
St. Mary's Hall, Brighton	Dec. 19 to Jan. 21	Half-Term, Nov. 2–4.
St. Mary's School, Calne	Dec. 18 to Jan. 15	
St. Monica's, Kingswood, Tadworth	Dec. 20 to Jan. 22	Old Girls' Dance, Nov. 26. Dedication of Chapel, Dec. 11.

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	Christmas Vacation	Other Functions
St. Paul's Girls' School, Brook Green	Dec. 17 to Jan. 15	
St. Paul's School, London	Dec. 19 to Jan. 15	
St. Peter's School, York	Dec. 19 to Jan. 21	
St. Winifred's School, Llanfairfechan	Dec. 19 to Jan. 17	
Stamford High School for Girls	Dec. 20 to Jan. 15	Speech Day, Nov. 28.
Stockport Grammar School	Dec. 19 to Jan. 15	
Stonyhurst College ..	Dec. 19 to Jan. 21	Football Fixtures, Nov. 9, 16, 26, 30, Dec. 16. Boxing and Gymnastics *v.* Rossall School, Dec. 4.
Stowe School	Dec. 20 to Jan. 21	
Streatham Hill and Brixton High School	Dec. 19 to Jan. 15	
Sunderland High School for Girls	Dec. 19 to Jan. 16	Visit of Mr. Alec Wilson and Colonel Hogge to the School Branch of the League of Nations Union, Dec. 4.
Sutton High School for Girls	Dec. 19 to Jan. 15	
Sutton Valence School ..	Dec. 17 to Jan. 20	Play, Dec. 6. Concert, Dec. 12.
Swanley Horticultural College	Dec. 12 to Jan. 22	
Sydenham High School for Girls	Dec. 19 to Jan. 15	
Talbot Heath High School for Girls, Bournemouth	Dec. 18 to Jan. 16	
Taunton School ..	Dec. 19 to Jan. 14	
Tonbridge County School for Girls	Dec. 18 to Jan. 8	Pupils' Concert, Dec. 12.
Tonbridge School ..	Dec. 20 to Jan. 21	School Dramatic Society, "Midsummer Night's Dream," Dec. 17.
Trent College	Dec. 19 to Jan. 16	Rugby Football *v.* Weymouth College at Richmond, Dec. 19.
Trinity College, Glenalmond	Dec. 17 to Jan. 17	
Trinity College of Music	Dec. 8 to Jan. 12	Invitation Concert at the Wigmore Hall, Nov. 30.
University College School, London	Dec. 19 to Jan. 15	
Uplands School, St. Leonard's-on-Sea	Dec. 20 to Jan. 17	
Uppingham School ..	Dec. 19 to Jan. 16	
Uttoxeter High School for Girls	Dec. 20 to Jan. 14	
Victoria College, Jersey..	Dec. 20 to Jan. 17	Play, Dec. 16, 17, 18.
Wakefield Grammar School	Dec. 18 to Jan. 15	Foundation Day, Nov. 19.
Wakefield High School for Girls	Dec. 18 to Jan. 15	Speech Day, Nov. 27.
Wallasey Grammar School	Dec. 20 to Jan. 14	Speech Day, Nov. 29.
Wellingborough School	Dec. 19 to Jan. 17	Commemoration Day, Nov. 16.
Wellington College, Crowthorne	Dec. 17 to Jan. 17	
West Cornwall School ..	Dec. 18 to Jan. 13	
West Leeds High School		Speech Day, Nov. 27.
Westcliff High School for Girls	Dec. 19 to Jan. 9	
Westminster School ..	Dec. 18 to Jan. 16	Latin Play, Dec. 14, 16, 18.
Weymouth College ..	Dec. 19 to Jan. 17	Rugby Football *v.* Trent College, Dec. 19.
Whitgift School ..	Dec. 19 to Jan. 16	Prize-giving, Nov. 27.
William Gibbs School ..	Dec. 19 to Jan. 8	
Wimbledon High School for Girls	Dec. 19 to Jan. 15	
Winchester College ..	Dec. 19 to Jan. 17	
Wolverhampton Grammar School	Dec. 21 to Jan. 13	
Worksop College ..	Dec. 20 to Jan. 21	Dramatic Society's Annual Play, "Richard of Bordeaux," Nov. 1, 2.
Wrekin College	Dec. 21 to Jan. 21	
Wycliffe College.. ..	Dec. 18 to Jan. 17	School R.F.C. *v.* Old Wycliffians, Dec. 14.
Wycombe Abbey School	Dec. 19 to Jan. 16	
Wycombe High School..	Dec. 20 to Jan. 13	Speech Day and Prize-giving, Dec. 2.
Wyggeston Grammar School	Dec. 20 to Jan. 15	Greek Play, Dec. 13 and 14.

Correspondence

EDUCATION AND FREEDOM

Some weeks ago you published a report of an address on "Education and Freedom" given by me to Section L of the British Association. The fourth paragraph of the address, as printed in full, contained a reference to Mr. H. G. Wells's book *The Shape of Things to Come*. Mr. Wells has informed me that the paragraph misrepresents the book. I am sorry if it is so, though after re-reading the book I am still unable to see that the paragraph mis-describes what is to be found there. But I am content that our readers should form their own opinion, and I am therefore anxious that Mr. Wells's disclaimer should be known to as many as possible of those who may have heard or read my address.

The University, Sheffield. A. W. Pickard-Cambridge.

THE IMPORTANCE OF A WIDER OUTLOOK IN SCHOOL HANDICRAFTS

As a regular reader of *The Journal of Education*, I read with interest and considerable agreement the article by Mr. Woolven in your October number.

The writer mentions the unqualified teachers in this work—perhaps more common in the secondary schools. He feels that a better type would be attracted if the teachers were paid on the graduate scale. Surely there is no logical reason why full-qualified teachers of handicraft should not be considered equal in every way with other teachers. The whole question of present-day handicraft teachers needs immediate attention by the Board of Education and local authorities.

In elementary as well as secondary schools and centres, there are many teachers of these subjects whose qualifications by examination and proved capacity through long experience, warrant higher salary and promotion to use their ripe experience in developing educational schemes where practical arts are of such great value.

For a good number of years this body of teachers has preached the gospel of culture through practical education. At last, the Board is beginning to see the value of reaching culture through such channels, but is there any evidence that these teachers (who have done the spade work) are to be offered promotion and prospects of wider work in this important development?

For such developments our country needs the services of these experienced teachers. They may in the majority of cases hold neither the Elementary School Certificate nor a University Degree, but in many cases they have an equal standard of examination qualifications, and as valuable a training, as teachers of more academic subjects. Moreover, their culture is enriched by wider experience of real activity subjects.

The Board would probably be agreeably surprised if it gave scope for leadership to some of these capable teachers. As it is, handicraft teaching is the blind alley of the profession. Young teachers naturally fight shy of working in a department which, through some strange working of the official mind, is not considered good recruiting ground for higher posts of responsibility. Therefore, even if we train young teachers for handicraft in college, they will gravitate to the general side as quickly as possible, finding that general subjects work is less strenuous and offers some opportunity for advancement.

Meanwhile, there are experienced handicraft teachers of proved capacity as educationists waiting for that promotion—years overdue.

Teacher of Handicrafts
Elementary and Higher Schools.

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The Nitwits

By Dan McCourt

THEY certainly were a sweet class, representing every mental disease from harmless idiocy to homicidal mania. Yes, they were undoubtedly the choicest selection of hand-picked dunces ever gathered together under one roof. As I gazed around me, with a queer feeling of having somehow strayed into the Chamber of Horrors at Madame Tussaud's, I wondered what had been the head's idea in culling with loving care these mental derelicts from all over the school and letting them fall, with a dull sickening thud, right on top of my devoted head.

"So you don't like the look of them, Mr. Jones?" said the head rather complacently, I thought, as he noted the look on my face. "But perhaps they're not so bad as you think. I believe the main trouble with them has been the way they've been neglected in previous classes. When a teacher finds one or two specimens like these in his class he is apt to throw up the sponge and simply let them mark time. Why teachers are prone to do this I never could quite make out. I never could see why one or two dunces should be allowed to act as a brake on the progress of a class. A teacher should regard a dunce as a case upon which to exercise his professional skill."

"But what about the fifty-odd other cases upon whom he is called to exercise his professional skill? Must he neglect these while he is concentrating upon the dunces?"

The head raised his eyebrows. "No, of course not," said he, in that superior manner he sometimes adopts. "A good teacher should be able to give individual attention to all his pupils, whether they're dunces or not."

"Yes, that sounds quite reasonable," said I, as though I were thinking aloud. "A good teacher could not only do as you say; he could do much more. He could solve the problem of unemployment, secure universal disarmament, put Hitler back where he belongs, unite the countries of Europe and even of the world in one huge happy family, and in short—which means that I can think of no further instances—bring about the millenium. That's what a good teacher could do. But unfortunately there has always been a notable dearth of good teachers. As a matter of fact there have been only three good teachers since the world began. One of them was our Saviour, another was St. Paul, and the third was Mahomet. You can't procure teachers like these at three a penny. It's the constant effort on the part of most teachers to imitate in some small degree the qualities of the personages I have named which makes teaching such a wearing and arduous business."

"Judging by appearances it doesn't seem to have a very wearing effect on you," said the head sarcastically.

"No, perhaps not," said I. "Not, I mean, as regards my outward man; but it has an effect inwardly, I mean mentally. It makes me think furiously, as the French are supposed to do."

"Well, don't let it get you down, Mr. Jones. And now I may as well tell you what my idea was in gathering together these mental misfits. In the first place, the rest of the school will be free from the drag which these boys have undoubtedly exercised upon it. In the second place, I shall expect to see soon a marked improvement in the mental state of these fellows—an improvement due to psychological causes. Psychology is only now coming into its own, Mr. Jones. It is only of late years that teachers have begun dimly to realize what a powerful weapon lies here ready to their hand. To explain: now that these dunces are all together by themselves and away from children of a supposedly superior mental status, they will commence rapidly to slough a good many of their inhibitions and self-repressions. Each of these specimens has, I should expect, a great inferiority-complex, engendered by the sarcastic wisecracks of fellow pupils in former classes. Now that this inhibition is no longer operative, it wouldn't surprise me to see quite a number of these fellows commence suddenly to sprout up and flourish, in a mental sense of course, like the green bay tree. But what's that horrible noise? It sounds like the wail of a dying pig."

I looked over to that corner of the room whence emanated the lugubrious sound. One of the idiots, a crazy smile on his half-witted features, had just poured a bottle of ink down the neck of the boy in front of him. The aggrieved recipient of the unwelcome gift had promptly turned round and punched the dispenser of ink full in the eye; hence the imitation of the dying pig. Many times was I destined to hear that same sound in the months to come, a long melancholy wail rising to a shrill crescendo and then falling down to earth again like a collapsed balloon.

"So you think they'll flourish like the green bay tree, do you?" said I, when the ink episode had been brought to an end. "One look at these fellows is enough to give any teacher the horrors. I reckon I'll have done exceedingly well if I can teach them enough arithmetic to enable them to count up their 'any to come,' and enough reading to make the sporting prints intelligible to them."

"I think you're inclined to exaggerate your difficulties, Mr. Jones. As I said before, you should regard these boys as cases for professional treatment. After all, any one can teach normal boys; but the true test of a teacher's abilities is a class like this. The causes of their backwardness are mainly psychological, as I have said. It will be for you to find out and to eliminate those causes."

"I think I begin to see what you're driving at," said I. "We shall have to use modern methods with this lot. Even in the short time I've had them, I've formed the idea that they may be suffering from antipathetic psychopathic influences."

The head, who had been about to go away, turned back again. Like most heads of the present day, he is vastly "intrigued"—as the novelists used to say before Dean Inge condemned the practice—by even the mention of modern methods. "That's rather interesting, Mr. Jones," said he, "I had been thinking the same thing myself. Have you as yet formed any opinion as to the nature of these psychopathic influences?"

"I can't answer that question till I have made my diagnosis," said I sententiously. "It will be necessary first of all to classify these lunat—er, I mean, these boys in the order of their degree of susceptibility to psychoneurotic disturbances. These psychoneurotic idiosyncrasies, as I may call them for short, are of course, unduly prominent in children of the mental state of these. Their mental inferiority may be, indeed I am almost certain it is, caused by psychopathic influences. The thing to do, therefore, is to discover these adverse psychopathic influences and eliminate them. To put it colloquially, we've gotta dig out the jinx that's been giving these guys a bum steer all their young lives and give him a gosh-awful kick in the pants."

"You're telling me, big boy; you're telling me," murmured the head reverently as he left the room.

* * *

So there was I left alone in the Chamber of Horrors. But unlike that of the institution in Marylebone Road, which is, of course, populated by dull, cold, inanimate figures of wax, my chamber of horrors was inhabited by living, breathing creatures; beings of dreadful and as yet unknown potentialities. They were human beings, it is true; but that was about all that could be said for them. The "method of approach," which is the latest fashionable educational catchword, now, for the first time, began to convey some meaning to me. How were these morons to be approached? Was it to be by the method of diplomacy; the smooth suave straightening out of difficulties, so as

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to make things as easy as possible for these mental castaways? Or would it be necessary for me to introduce rough-house tactics and go at my job in the manner of an all-in wrestler? I decided that a judicious mixture of both methods would be the proper course to adopt.

The first week I spent in merely watching points. The Dying Pig, as I shall call him, had two strongly marked characteristics. One of these was a consuming desire to do mischief to other boys without suffering any unpleasant consequences. The other was a deeply rooted ink-complex. His great joy was to spill ink upon his desk and upon any book which happened to be handy and trace out weird designs of his own. His greatest joy was, when the opportunity occurred, to empty a bottle of ink down the neck of some unsuspecting class-mate. When the latter, naturally enough, retaliated, the well-known lugubrious wail would fill the air, and a large and deep depression would drift up from Iceland. But soon the waters would cease to flow, and again the sun would come out to cheer a dripping world; by which I mean that he of the ink-complex would soon stop crying and resume his natural expression of idiotic vacuity. I did not take long to decide that ink and the Dying Pig must henceforth be strangers.

There was another boy whom I shall call the Murderer. This choice specimen of mental degeneracy could—and often did before I could prevent it—lick the "tar" out of any other boy. And he always did it with a smile on his face; a queer, fatuous, stupid, oily grin, like the idiotic smile on the face of a man who is far gone in liquor. Strangely enough, though he was utterly unable to read words of even three letters he soon showed a marked talent for figures.

Another boy I shall call the Nitwit. He was just that, and nothing more. He hadn't the brains of a rabbit. The rest of the class were just plain, ordinary dunces, without much trace of criminal tendencies.

So there was my class; the choicest selection of dunces and dolts ever gathered together under one roof; the finest aggregation of nitwits ever seen in captivity. As the head had said, this certainly was a job for a teacher; and I made up my mind to do some solid teaching. By various methods known to the practical teacher, but nowadays considered dreadfully unfashionable, I began to make the brains of these nitwits turn over. From long disuse the wheels were a trifle rusty and the bearings soon became hot under the stress of the unaccustomed exercise. But by a judicious use of what an Irishman would call "the oil of the hazel," I soon had the cumbrous machinery performing feats of which it had never before been deemed capable. For the first time in their lives these hitherto "forgotten men" were being made to think; and after a time they began to find the exercise positively stimulating. The joy of action, the glamour of achievement began to fill their souls. They were actually doing things for themselves, even though these things were extremely simple little problems in arithmetic. But the great thing was that they had done them for themselves, for I had resolutely and vigilantly barred all clandestine methods of obtaining the answers. As they had never before solved an arithmetical problem by the honest use of their own brains, such as they were, the experience was to them positively exhilarating. They began to slough their inferiority complexes as a snake does his skin, and even the Dying Pig became so much engrossed in his mathematical researches that his lugubrious wail was heard less frequently in the land.

Not that there weren't mistakes at first, and indeed all the time. There were plenty; and the exercise books of my class of subnormals would never have found a place in any exhibition of school work. Indeed, not to put too fine a point on it, they were pretty awful, judged by

(*Continued on page 738*)

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London: Mr. William Rice, Ludgate Broadway, E.C.4

MATHEMATICS

For an article by Mr. A. Lea Perkins, M.A., L.C.P., on "School Examinations in Mathematics," see "The Journal of Education," June, 1934.

"Undoubtedly examinations serve some eminently practical ends. They provide a stimulus which is healthy in so far as it arouses individual enterprise, and ministers to the unquenchable knight-errantry of the adolescent; they also furnish a fairly satisfactory method of measuring relative personal attainments and collective efficiency; and they help very materially to promote the welfare of a comprehensive, coherent, adaptable, and suitably vocational national system of higher education."

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certain standards. But then, my little cabbages, one cannot make omelettes without breaking eggs; and we teachers are enormously afraid of having egg-shells lying about. A shipbuilding yard is plentifully strewn with all manner of ugly-looking rubbish; so is an engineering shop. A carpenter's shop is likewise cluttered up with broken bits of wood and specimens of the woodworker's art, which for one reason or another have had to be rejected. But in a school such things are never seen. They constitute the skeleton in the cupboard; and that cupboard is never, or at least very rarely, opened.

So I and my morons went on, toiling, rejoicing, sorrowing; but mostly toiling. Mistakes increased, and the exercise books became even more awful to contemplate. I never contemplated them more than I could help. My early training had implanted in me a deep horror of egg-shells. I knew they were there, of course; but I tried not to see them.

In course of time my morons became quite cock-a-hoop with themselves. They had made themselves acquainted, in some degree at least, with the simpler aspects of the mathematical science. Now they sighed for fresh worlds to conquer. They unanimously demanded of me, one bright morning, that I teach them decimals. Their victories over the simpler arithmetical problems I had set them had given them quite a notion of themselves as mathematicians. They longed to spread their wings in the upper altitudes of the science of number; and to them decimals formed the very stratosphere, as it were.

So at it we went, and if our brains were not of the keenest at least our hearts were stout. But the more abstruse calculations necessary to deal with "those d——d dots," as they were called on a historic occasion, proved rather too much for my devoted band. True, some of them, in more than a week's trying, managed to work a few of the questions correctly. But the effort was too much for them; they were working at a pressure above that for which they had been designed. The exercise books were now even yet more awful to contemplate.

* * *

One forenoon about two months later, the head came into my class-room. It was the first time he had darkened my door during that space of time, and I thought he looked rather pleased and more than a trifle surprised to see me still in the land of the living. I have a sneaking suspicion that he would not have been greatly surprised to find my own intellects in a disordered condition, due to my long association with these mental degenerates.

"Good morning, Mr. Jones," said he urbanely, "and how is the awkward squad getting along? Why, they look quite bright this morning. Some of them even look almost human. They certainly look a lot more intelligent than I've ever seen them before."

"They are more intelligent," said I. "For the first time in their lives they've been using their own brains instead of the brains of others, and I think they've thoroughly enjoyed the experience. There's been a dickens of a lot of work done here, anyhow, though much of it may not appear to be of the best quality. Still, one cannot make omelettes without breaking eggs."

"Hard work in itself is not the prime desideratum," said the head judicially. "Work, in order to be valuable, ought to be along properly directed lines. Horses, for example, work hard but do not do themselves much good by their efforts. However, I'll just ask your class a question or two and see how they're progressing."

He questioned them at some length on various topics, and I was pleased to see that they were answering him quite brightly. However, no teacher ought ever to be pleased with himself, for no sooner does he reach that fallacious, if pleasurable state, than the diabolical imp who

(*Continued on page* 740)

MATRICULATION AND OTHER EXAMINATION NOTICES, SCHOLARSHIPS, FELLOWSHIPS, EXHIBITIONS, STUDENTSHIPS, and BURSARIES

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ENTRANCE Scholarships. An Examination will be held at end of May, 1936, for Scholarships open to boys under 14½ on May 1, namely, one Alfred Smith Scholarship of £80 and two Junior Platt Scholarships of £60, and about four of lesser value. The age limit will be reduced to 14 in 1936. Assistance, by partial remission of Tuition Fees, may be given at the discretion of the Governors to Scholars and other boys showing promise in cases where need of such assistance exists. Applications should be made at the time of entry. Further particulars may be had from the HEADMASTER, Aldenham School, Elstree, Herts.

THE COLLEGE OF PRECEPTORS

BY THE DEAN OF THE COLLEGE

THIS interesting account of the work, past and present, of the College appears in the January, 1930, issue of *The Journal of Education.*

"PHYSICS," an article by Mr. John W. Cottingham, B.A., Holgate Grammar School, Barnsley, appeared in the September, 1934, issue of *The Journal of Education*, post free for Eightpence.

ABBOTSHOLME SCHOOL, DERBYSHIRE

ENTRANCE Scholarship Tests will be held at the School from May 25 to 28, 1936. SENIOR SCHOOL: under 13½ at September, 1936, ONE Scholarship of £100, and TWO of £30. JUNIOR SCHOOL: ages 8–10 at September 30, 1936, ONE £75 and TWO £30.

BISHOP'S STORTFORD COLLEGE

Headmaster: H. L. PRICE, M.A. (Oxon.)

ENTRANCE SCHOLARSHIPS to the value of £100, £75, £60, £45, and THREE EXHIBITIONS to the value of £30 will be awarded each year. Candidates will have the opportunity of offering such subjects as Music and Art if they wish to in addition to the ordinary subjects. Candidates must be under 14 on May 1. Full particulars may be obtained from the HEADMASTER.

BERKHAMSTED SCHOOL

ENTRANCE SCHOLARSHIPS

AN Examination will be held on June 9 and 10, 1936, for three Entrance Scholarships of the annual value of £60, three of £50, and three Exhibitions of the annual value of £30. For at least three of the Scholarships special consideration will be given to boys offering Greek.

Candidates must be under the age of 14 on June 1 immediately before the examination. The age of candidates may be taken into consideration in the examination.

Entries should be received by May 24. The School fees for Boarders are £120 per annum; 10 per cent reduction for sons of clergy.

Further information about Scholarships, copies of the School Prospectus, Forms of Entry, &c., can be obtained from the BURSAR, to whom inquiries regarding board and lodgings should also be addressed.

BRIGHTON COLLEGE

AN Examination is held each June **to elect to EIGHT SCHOLARSHIPS varying in value from £75 to £30 a year. Full particulars on application to the HEADMASTER.**

OANFORD SCHOOL, WIMBORNE

AN Examination will be held during the first week each July for the awarding of One Scholarship value £100, and Six Scholarships value from £60 to £30, open to boys under 14 on June 1 previous. Boys under 14½ on the same date may compete for two of the Scholarships, but a higher standard of work will be expected. For particulars apply to the HEADMASTER.

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SCHOLARSHIPS—*continued*

DEAN CLOSE SCHOOL, CHELTENHAM

AN Examination for Six Scholarships, varying from £80 to £25 per annum, will be held in June, 1936. Age limit 14¼ years. Special exhibitions each term for sons of Clergy and members of H.M. Services.—Apply P. BOLTON, M.A., Headmaster.

DULWICH COLLEGE

SIX School Scholarships are open for competition in May. Candidates must be under 14 years of age on May 1. The Scholarships are of the value of £45 per annum each, and are tenable for school life; if a boarding candidate is elected there will be a further remission of £45 per annum.

Full particulars and entrance forms may be obtained on application to the SCHOOL SECRETARY, Dulwich College, S.E. 21.

ENGINEERING SCHOLARSHIPS

FARADAY HOUSE ELECTRICAL ENGINEERING COLLEGE.—Examinations for SCHOLARSHIPS tenable in College and Manufacturing Works are held annually in APRIL. For particulars apply to CHIEF CLERK, 66 Southampton Row, W.C. 1.

FRAMLINGHAM COLLEGE, SUFFOLK

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EXAMINATION IN JUNE.

GIGGLESWICK SCHOOL

SIX Scholarships, maximum value £70, will be offered in June. Full details from the HEADMASTER, Giggleswick School, Settle, Yorks.

GLENALMOND

ENTRANCE Scholarships, Exhibitions, and Bursaries, 1935. An examination, which may be taken at preparatory schools, will take place on March 23, 24, and 25 for open Scholarships and Exhibitions, and Sons of Clergy Bursaries.

Age limit for Scholarships and Exhibitions: 14 on March 1, 1935. For Bursaries: 15 on September 20.—Apply to the WARDEN.

KING'S SCHOOL, CANTERBURY

Examination in June, 1936

ONE Milner Memorial Scholarship for Boys between 13 and 14, value £100 per annum, for five years, open to sons of Colonial Civil Servants and certain others.

ABOUT ten Junior King's Scholarships and Entrance Scholarships value £70 to £20 per annum.

For full particulars apply to the HEADMASTER.

KING WILLIAM'S COLLEGE
ISLE OF MAN

AN Examination for six or more Scholarships, of £80 to £20 in value, is held annually in March. Candidates may be examined at their Preparatory Schools. A limited number of Bursaries are awarded at other times by examination. Five leaving Exhibitions for the Universities. There is a Junior House for boys under 13½. Inclusive fees (£102 to £126).—For further information apply to the SECRETARY.

LEYS SCHOOL

AN Examination is held annually in May and June for three or four Open Scholarships of £100 a year, and five or six others from £25 to £75 for candidates under 14 on January 1.

Particulars may be obtained from the BURSAR, Leys School, Cambridge.

LANCING COLLEGE SCHOLARSHIPS

ENTRANCE Scholarships will be offered for competition in May. Candidates must be over 12 years of age and under 14 on June 1.

(a) Six SCHOLARSHIPS (at least), Classical and Modern, varying from £100 to £50 per annum, according to merit and needs.

(b) Two CHORAL EXHIBITIONS of £30 per annum, open to all boys who can sing and read music.

Candidates will be examined in London, unless further notice is given to the contrary.

For information apply to the HEADMASTER, Lancing College, Shoreham, Sussex.

SCHOLARSHIPS—*continued*

MALVERN COLLEGE

ENTRANCE Scholarship Examination will be held early in March, 1936 (in London and at Malvern). Five Scholarships of £100 and about Five of £50.

For particulars of these and certain Memorial Exhibitions apply to the HEADMASTER or BURSAR, The College, Malvern.

Successful candidates will join the School in September.

MALVERN GIRLS' COLLEGE

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For further particulars apply to the HEADMISTRESS, Miss I. M. Brooks, M.A. (Cantab.).

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A Scholarship Examination will be held on May 26, 27, and 28, 1936. Scholarships are two each of £100, £70, £50, and several Exhibitions of £30. The Major Scholarships of £100 may not be awarded if candidates do not show sufficient merit. There are also Bursaries of £30 for sons of Clergy and Close Exhibitions of £25 for sons of officers of the Royal Navy and Royal Marines, active and retired. Further information may be obtained from the BURSAR, St. Edward's School, Oxford.

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SCHOLARSHIPS—*continued*

OAKHAM SCHOOL

AN Examination for Scholarships and Exhibitions is held annually in March. Candidates must be under 13½ on January 1. For full details apply to the HEADMASTER, School House, Oakham, Rutland. Inclusive fee for Boarders, £109 per annum.

OUNDLE SCHOOL

AN Examination for Entrance Scholarships is held annually in May or June. For further particulars apply to the HEADMASTER, Oundle School, Northampton.

POCKLINGTON SCHOOL, EAST YORKS.

SIX Entrance Scholarships of £40 are offered in June. For three of these boys resident in the East Riding are preferred. The School fees are £78 15s. per annum, inclusive. Junior Hostel for boys under 13. For details apply Headmaster, P. C. SANDS, M.A., late Fellow of St. John's College, Cambridge.

ROEDEAN SCHOOL, BRIGHTON

SCHOLARSHIPS and Exhibitions will be awarded on the result of an Examination to be held in May, 1936, for girls under 14. The value of each award will vary from £30 to £150 a year according to the circumstances of the candidate. A number of bursaries will also be given to girls who do not reach scholarship or exhibition standard.

Papers will be worked at the candidate's home or school and interviews for selected candidates will subsequently be held at Roedean. Particulars and forms of application from the HEADMISTRESS'S SECRETARY. Last day of entry, March 31.

Prize Essay Competition

ENGLISH COMPETITION

Essays must be sent in by MARCH 6, 1936

ST. PETER'S SCHOOL, YORK

AN Examination for Scholarships and Exhibitions, varying from £50 to £15, is held annually in July. General knowledge is required in preference to specialization in one subject. Exhibitions also awarded on the Common Entrance Examinations.

Further details from—
S. M. TOYNE, M.A., Headmaster.

TAUNTON SCHOOL, TAUNTON

AN Examination is held annually early in June for the award of four Entrance Scholarships: One value £80 per annum; one value £60 per annum; two value £40 per annum. All details from the HEADMASTER.

THE ABBEY, MALVERN WELLS

ENTRANCE Scholarship Examination, 1936. The Examination will be held in March, 1936. Entrance Forms can be obtained from the SECRETARY.

THE CHELTENHAM LADIES' COLLEGE

AN Examination for Entrance Scholarships varying in value from £40 to £80 a year, also Exhibitions, will be held in March, 1936. Candidates must be under 15 on July 31, 1936.

For further particulars apply SECRETARY, Ladies' College, Cheltenham.

WELLINGTON SCHOOL, SOMERSET

ENTRANCE Scholarships. Six offered every June. — Apply SECRETARY, School House, Wellington, Somerset.

WORKSOP COLLEGE, NOTTS.

ENTRANCE Scholarships, Scholarship Examinations are held twice annually in March and June. Eight Scholarships are offered, value £40–£80. Successful candidates enter the School in the September following the examinations.

For full particulars, dates, entry forms, &c., apply to the HEADMASTER, Worksop College, Notts.

Continued on page 740

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sits up aloft and whose special job it is to plague the lives of teachers, delivers a load of trouble right on his doorstep. During the head's questioning of the class I was wondering if, after all, I had been merely fulfilling the function of a horse. Moreover, I was beginning to think of those awful exercise books. Still, one can't make omelettes——.

"Well, Mr. Jones," said the head when he had finished questioning the class, "there is certainly a marked improvement in the mental state of these boys. They're brighter and more alert than I'd have ever dared to hope for. Let's have a look at their exercise books."

Realization of what a fool I had been suddenly dawned upon me. With a heavy heart I produced the books. I knew I was as good as sunk without trace.

He picked up a book and opened it. As he did so his eyes goggled. "Good gracious," said he, breathing hard through his nose, "this is awful. What in the name of all that's disorderly has this boy been doing with his book?"

"Arithmetic," said I lamely. "They would have me teach them decimals, but I'm afraid it was rather too much for them."

"Rather too much for them? I should certainly say it was. The devil himself couldn't make head or tail of this mess. I've never seen anything so dreadful. It's positively shocking!"

He opened two or three more of the books. "Just as I thought," he went on. "They're all in the same dreadful condition. And here's a sum which is palpably wrong, yet you've marked it correct."

"Well, he got near the correct answer, and he'd done it so many times that I thought I'd mark it correct just to encourage him," said I, making a last vain effort to stem the tide of his wrath.

"Just to encourage him!" he mimicked sarcastically. "Who ever heard of a teacher in his senses marking a wrong sum correct? It's the maddest thing I ever heard of."

I judged it was time to play my ace. "But one can't make omelettes without breaking eggs," said I.

"Of course not," said he. "You are perfectly at liberty to make as many omelettes as you like, but you mustn't leave the egg-shells lying about. Do you get it?"

"I think I do," said I dully.

"This is certainly a class of nitwits," said he, "but the biggest nitwit in this room is——"

"Is myself?" I interrupted.

"Right," said he, departing hurriedly to make preparations for having me shot at dawn.

Among the Public Lectures being given at KING'S COLLEGE LONDON, this term is a course of three on the French Revolution and English literature by Mr. J. Isaacs, of which two remain to be delivered, on November 4 and 11 at 5.30 p.m. Mr. H. W. Dickenson is giving a course of three lectures on the history of mechanical invention on Tuesdays, beginning November 12, at 5.30 p.m.

* * *

Heath Clark Lectures in the University of London are to be delivered by SIR DANIEL HALL, director of the John Innes Horticultural Institution, on November 6, 11, 13, 18, and 20 at 5 p.m. The lectures will be given at the London School of Hygiene and Tropical Medicine, and Sir Daniel's subject is "The Improvement of Native Agriculture in relation to Population and Public Health."

* * *

MESSRS. CHAPMAN & HALL, LTD. have issued a thirty-six-page pamphlet dealing with their forthcoming and recent Scientific and Technical Books. This firm has a reputation for valuable engineering and similar technical works in particular, and, teachers of these subjects will not be disappointed by the new list. We also notice the announcement of Vol. II of Mr. C. H. Douglas Clark's treatise on atomic and molecular structure.

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The Journal of Education
DECEMBER, 1935
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SCHOLARSHIPS—*continued*

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See also pages 705–708, 721–723, 738–743, 755, 756; [Halls of Residence, Pensions, &c.] 706; [Physical Training Colleges] 721; [Scholarships] 738, 739, 740

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Professor SIR JOHN ADAMS
For list of articles by Professor Sir John Adams see page 742 of this issue

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Reviews

MISFITS IN THE TEACHING PROFESSION

The Successful Teacher: an Occupational Analysis based on an Enquiry conducted among Women Teachers in Secondary Schools. By MARY BIRKINSHAW. (3s. 6d. The Hogarth Press.)

The facts that this book is the outcome of research carried out under the auspices of the National Institute of Industrial Psychology, and that the research has been countenanced and helped by Dr. C. S. Myers, and by the officials of the Association of Assistant Mistresses, are a sufficient guarantee that the book is well worth reading and pondering. Within its limits, which of course the scientific investigator is careful to define, the enquiry is most suggestive. By the method of the questionnaire it was found that of 583 fairly typical women teachers, 42·4 per cent were satisfied with their choice of a career; 14·4 per cent thought they would be satisfied if working under different conditions; 9·1 per cent found it wholly unsatisfactory; the remainder (excluding a small unclassified element) found their profession not ideal but not wholly unsuitable. We quote this bald statement of an outstanding result of the enquiry, but we hasten to add that, the report includes analyses of interests and motives which, as we have said, make it well worth pondering.

For the most part Miss Birkinshaw leaves her readers to draw their own conclusions. One conclusion to which we seem irresistibly driven is that any one, whether parent or friend, who exerts pressure upon a girl to enter the teaching profession when she does not feel definitely drawn thereto, incurs a serious responsibility. We observe, and of course were quite prepared to find, that of the teachers who supplied the information asked for, all except a mere handful were unmarried. The question for vocational advisers would seem to be, not what a girl should be encouraged to do during the few years preceding a possible marriage, but what occupation for life will suit her best, in case acceptable marriage does not come her way, or in case she decides against marriage altogether. Such reflections as these are inevitable as one reads this report. And we quite agree that the large proportion of dissatisfied women teachers in secondary schools suggests both that further study should be made of the conditions in which they work, and that the current methods of their selection should be revised.

FRANCE AND THE FRENCH

Tu Viens en France. By F. DE GRAND'COMBE. (15 frs. Paris: Les Presses Universitaires de France.)

The author of *Tu Viens en Angleterre*, which has acquired so large a popularity both in England and in France, has done for the English student going abroad the same service as he did for the French boy or girl coming to England. His *nom de plume* conceals but inadequately the personality of one of the most alive university professors of modern languages in these islands.

This book should be read by every one who intends for the first, or even second, time to cross the Channel. The French is full of witty conversations, not altogether easy for a beginner to understand. The author does his best to do justice to both nations, but it is only natural that he should prefer his own country and its habits to ours. Still he does acknowledge that in some ways the English customs are preferable. He ridicules justly the habit of covering one's luggage with hotel labels and of filling up a railway carriage with suit-cases. When trains cross the Channel on boats, it will be known as the Rue du Bac. He agrees that Paris omnibuses are not as comfortable as those of London; they have two classes, but no upper-deck. On the other hand, Paris taxis are better than ours, though the fares are higher at night. The tubes have an inclusive fare for all stations, but they are slower than ours and at the rush hours so crowded that sometimes it is difficult to get out before the train starts again. In his account of French watering places, he might have added Bagnoles de l'Orne for phlebitis, a disease to which English doctors pay little attention. He distrusts children being brought up by nurses rather than by their mothers; that rather depends on the mother.

Beds, he agrees, are more comfortable in France, and chairs in England. Manners in dining-rooms may be better with us, but not in drawing-rooms. May not this be because the French cling to tradition more even than we do? In spite of the Republic they are still the most conservative nation in Europe. They still kiss the hand of a hostess on arriving and leaving. Whether the French have humour as well as wit is doubtful—outside the intelligent few—they are often too touchy to appreciate our denigratory form of humour. But they are free from our sentimentality; they do not keep their hands in their pockets, or sprawl in arm-chairs, or nurse their feet—in fact, comfort for them is not a major consideration. They are easy talkers and often fail to understand our inarticulateness which they take for rudeness or idiocy. They are more economical than we are, and the men are nearly always dressed in dark colours; their meals are not so frequent as ours or so copious but are certainly better cooked. The composition of a menu is often a work of art, and each course has its appropriate wine. They never drink champagne all through a meal.

The author tells us how to behave in private houses, in restaurants, cafés and hotels, in the street; he describes how letters should be written, how ladies should be treated, especially young unmarried ladies. In fact, after reading this book, one should know as much about the French as if one had lived among them for many years. But he does not tell us why French books have their table of contents at the end of a book whereas the English place it at the beginning.

MATHEMATICS IN INDIA

Descriptive Mathematics. By J. MACLEAN. (Rs. 2.8 Bombay: Macmillan.)

The Teaching of Mathematics in the New Education. By N. KUPPUSWAMI AIYANGAR. (Rs. 5. The Author, Training College, Trivandrum, S. India.)

Mathematical books from India are infrequent, but often interesting. During the past few years we have read a notable contribution to the history of mathematics in the two volumes on "Some Great Mathematicians," by Prof. Ganesh Prasad. The two books recently received are perhaps less notable but they are original and stimulating. Prof. Maclean, of Wilson College, Bombay, in his *Descriptive Mathematics*, has published the results of a search through recent scientific writings for uses of elementary mathematical methods in the description of quantitative phenomena. The methods used are the slide rule, graphs, monograms, statistics, probability, and finite differences. It is refreshing to look through the chapters with these headings and to note the varied applications which Prof. Maclean has discovered. There is also a pleasing combination of rigour and discursiveness in the general discussion. The book has been used to train students in simple mathematical research, and any intelligent sixth-form pupil would profit by working through the earlier chapters. In the index we note two omissions from the reference books which might have been made use of by the author: D'Arcy Thompson's *Growth and Form* and Feldman's *Biomathematics*

Mr. N. K. Aiyangar's volume on *The Teaching of Mathematics in the New Education* is a more substantial work, and one that might be added to the library of any institution concerned with the training of teachers. It is the outcome of nearly thirty years' experience of teaching mathematics and in training prospective teachers of the subject. It is written in vigorous, clear language with full references to other authorities, particularly those of the Thorndike

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School. There are two main sections, on "Why do we teach mathematics?" and "How should Mathematics be taught?" with a smaller section on "What shall we teach in mathematics?" The author discusses in an unbiassed and lucid fashion the nature of mathematical ability, the rise and fall of formal discipline, and the detailed organization of teaching and curricula. There are discussions of such abiding difficulties as the teaching of decimals, directed number and experimental geometry. There are comparisons between the syllabuses of Indian, English, and French schools. Teachers in English schools would profit by considering these. In particular, they might note the work of French schools in spherical trigonometry, advanced geometry, and astronomy. It is interesting to see how the rigidity of examinations and the pedantry of unreflecting teachers contribute in India, as nearer home, to make the teaching of mathematics less inspiring and valuable than it might be.

It is clear that Mr. Aiyangar's faith and enthusiasm for his work have triumphed despite much experience of disheartening teaching. We hope this book will have the influence on mathematical teaching in India that it merits. We might suggest that, as the index contains no mention of the recent works of Westaway, Ballard (*Teaching the Fundamentals of Arithmetic*), Durell, Godfrey and Siddons, nor of the reports of the Mathematical Association, there is insufficient knowledge in India of the best English mathematical teaching.

Minor Notices and Books of the Month

BIOGRAPHY, AND CLASSICS

The Mistletoe Child: an Autobiography of Childhood. By H. E. PALMER. (10s. 6d. net. Dent.)

Herbert Palmer, poet and critic, has here written the story of his childhood and adolescence. An individualist, he has been true to "an austere, almost savage, sense of right and wrong, honour and dishonour." With unswerving candour and amazing memory, in language imbued with the poet's sense of the vivid and exact word, Herbert Palmer describes his Methodist upbringing and his chequered life. Part of the delight of the book is that it reminds the reader of the almost-forgotten episodes of his own childhood. Despite its intrinsic interest and its revelation of the author's kind-heartedness and capacity for friendship, the last chapter, with its résumé of the author's life since his majority, mars the unity of the book, "an autobiography of childhood."

Great Lives. *William Pitt.* By Sir CHARLES PETRIE. *Palmerston.* By E. F. MALCOLM-SMITH. (2s. net each. Duckworth.)

Rarely can biographers have had a more difficult task than to condense the lives of men such as the younger Pitt and the unique Palmerston within the compass of 40,000 words. It is enough to say that both Sir Charles Petrie and Miss Malcolm-Smith have achieved a *tour-de-force*. Their little sketches will enhance the already-established reputation of the "Great Lives" Series.

Records of a Family, 1800–1933: Pioneers in Education, Social Service, and Liberal Religion. By Dr. H. MCLACHLAN. (8s. 6d. net. Manchester University Press.)

The book contains nine biographical sketches of members of the Beard family and its connexions by marriage, the Dendys. Certain families seem to maintain their traditions in a more unbroken line than others, and this one is a good example. The interested reader is led on from chapter to chapter, tracing the persistence of definite traits: Unitarianism, social service, love of flowers, interest in education. The portraits add to the attractiveness of the volume.

General Rigby, Zanzibar and the Slave Trade, with Journals, Dispatches, &c. Edited by his Daughter, Mrs. C. E. B. RUSSELL. (16s. net. Allen & Unwin.)

Dwight Morrow. By H. NICOLSON. (18s. net. Constable.)

Latin Verse Inscriptions. By Dr. A. B. PURDIE. (4s. 6d. net. Christophers.)

Latin Verbs: Panoramic Pictures of Conjugation and Some Explanations of Forms and their Functions. By H. R. STOKOE. (2s. 6d. Heinemann.)

A Third Year Latin Reader. Compiled by C. W. BATTY. (2s. Oxford University Press.)

ECONOMICS

World Reorganization on Corporative Lines. By G. DE MICHELIS. (10s. net. Allen & Unwin.)

Students of the proceedings of the International Labour Office will probably already be familiar with Senator de Michelis' proposals for "the complete co-ordination of economic forces" which are expounded in this book. The first part gives an account of the existing lack of international "triangular co-operation" between land, labour, and capital, and the resulting evils. The remedy for these is found in the extension of economic planning from the national to the international sphere, beginning with Europe—"What Italy has done for itself and by itself, it is necessary that Western Europe should do for the rest of the Continent"—and going on to deal with Africa on the lines of "collective mandatory administration of the African possessions." The author, as becomes a distinguished Italian publicist, is too much of a realist to underestimate the magnitude and difficulty of the task that he proposes, and his purpose is rather to prepare and educate public opinion than to press for the immediate adoption of any specific scheme. The book is not easy reading, and it assumes some knowledge of the precise nature of corporativism, but serious students of "world reorganization" will find it worth their careful attention. The Appendix contains much relevant statistical material.

Economics and Sociology: a Plea for Co-operation in the Social Sciences. By Dr. ADOLF LÖWE. (5s. net. Allen & Unwin.)

This little book is based on lectures delivered at the London School of Economics last February. Its aim is "to illuminate the actual and the true relationship between two sections of the social sciences," and to prove that "neither economics nor sociology can evade the necessity of modifying to some extent its methods of investigation as well as of teaching." It is a book for the specialist in each of these sciences, and the layman will find it very stiff reading on account of its style as well as its subject matter.

A Textbook of Economics. By M. BRIGGS and Dr. P. JORDAN. (10s. 6d. University Tutorial Press.)

Money (Nelson Classics). By HARTLEY WITHERS. (1s. 6d. net. Nelson.)

Lectures on Political Economy. By K. WICKSELL. Edited, with an Introduction, by Prof. L. ROBBINS. Vol. II. *Money.* (8s. 6d. net. Routledge.)

Economics for Beginners. By Dr. M. C. BUER. (4s. 6d. net. Routledge.)

Pamphlets on the New Economics. No. 10. *From Scarcity to Plenty: a Short Course in Economic History from the XVIIth Century to the Present Day.* By HELEN CORKE. No. 11. *The Sanity of Social Credit.* By M. COLBOURNE. No. 12. *Essential Communism.* By H. READ. No. 13. *The Soul of Man in the Age of Leisure.* By STORM JAMESON. No. 14. *An Open Letter to a Professional Man.* By B. DOBREE. No. 16. *The A + B Theorem.* By H. M. M. No. 17. *What is this Social Credit?* A Verbatim Report of a Lecture delivered by A. L. GIBSON. (6d. each. Nott.)

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EDUCATION

Der Neue Weg im Rechtschreiben : für den Praktiker dargestellt und wissenschaftlich begründet von A. KERN, *unter Mitarbeit von* E. KERN. (4.40 M. Freiburg im Breisgau : Herder.)

This book on orthography is primarily for the use of teachers of the mother-tongue in Germany to pupils up to the age of 14. The treatment of both theory and practice is so wide and thorough that it should be of value to teachers of German in this country. The new way advocated is that of "wholeness" as opposed to synthetic methods starting with individual sounds.

The Film in the School. Edited by J. A. LAUWERYS. (3s. 6d. Christophers.)

This book, edited by a member of the staff of the London Institute of Education, takes for granted the coming place of the film in educational work, and therefore omits the consideration of aims in teaching, and of the psychological arguments for the use of the film. The book is addressed to teachers who desire to use the film in their work, and have the means of doing so. Its purpose is to give practical and detailed advice. The editor has enlisted the help of several competent specialists, who write on the choice of a projector, the film in the class-room, the mass demonstration, film-making at school, the scope and method of educational films, and the actual use of a projector. There is now quite a large literature relating to the educational use of the film, much of which has been the subject of remarks in this *Journal*, but this book has a distinctive place of its own, because of its practical appeal, and its workmanlike outlook.

Education. By J. H. WHITEHOUSE. (6s. net. Rich & Cowan.)

The series to which this book belongs includes literature, the theatre, art, music, the navy, the press, the army, broadcasting, sport, marriage—and now education. Obviously the book is meant for the general public, and we think it most important that the writing of such a book should not have been entrusted to a teacher whose outlook is practically limited to one branch of his profession. As a matter of fact, Mr. Whitehouse fills the bill extremely well, and in our opinion no better choice could have been made. A man who has lived and worked in the slums of Whitechapel, Ancoats, and the mining districts of Scotland, who has a first-hand knowledge of education as it affects the well-to-do classes, and who for several years took part in parliamentary discussion and action, is singularly qualified by experience for taking the broad outlook on national education. Mr. Whitehouse's business is with education "in our time," but he wisely introduces just enough historical material to make our time intelligible. In this professional *Journal*, the readers of which know of Mr. Whitehouse's work and of his general attitude, it is unnecessary to follow him in detail as he discusses the several grades of education, the school-leaving age, the wireless, the film, and the gramophone in education, education for leisure, and so on. We are glad that the general public should have had the progressive view of education so clearly set forth for their information.

Publication du Bureau International d'Éducation, No. 41. *Les Conseils de l'Instruction Publique : d'Après les Données Fournies par les Ministères de l'Instruction Publique.* (3 francs suisses. Geneva : Bureau International d'Éducation.)

Publications du Bureau International d'Éducation, No. 40. *La Formation Professionnelle du Personnel Enseignant Secondaire.* (4 francs suisses. Geneva : Bureau International d'Éducation.)

The value of the official data collected and published by the Bureau International d'Éducation is now generally recognized by specialists in the study of comparative education. The latest volumes contain returns from fifty or more countries preceded in each case by a general summary. The volume on the training of teachers for secondary schools has a wider general interest.

The Cinema in Education : a Handbook for Teachers. By D. CHARLES OTTLEY. (3s. 6d. net. Routledge.)

The writer of this book is at his best when he is giving practical information and advice on the use of the cinema in education. In this respect he is really helpful. He is at his worst when he is advocating the use of the cinema, his advocacy often taking the form of rather absurd attacks upon other methods of teaching. That the cinema has a great future in the teaching of certain parts of the curriculum is generally accepted. That it has such a future in the teaching of geography, for example, there can be no doubt. But why spoil an excellent case by asserting that wall maps are "invariably cracked, creased, torn, faded and dusty." And why, because arithmetic fails to lend itself to screen treatment, denounce addition and subtraction as associated with "a sordid materialism" unfitted for "pictorial embellishment." We hope that if a second edition is called for these rather silly embellishments will be removed from an otherwise good book.

The Educational Rôle of Broadcasting. By F. W. BEIDLER-WAGNER, HENRI BONNET, KRISTINE BONNEVIE, PAUL BRENOT, A. R. BURROWS, WALFORD DAVIES, HARTVIG FRISCH, CLINE M. KOON, HILDA METHESON, ROLF PANDE, MARIO ROQUES, FRANCESCO SAPORI. (17s. 6d. net. Paris : International Institute of Intellectual Co-operation. London : Allen & Unwin.)

Two years ago there appeared a report on *School Broadcasting* containing the results achieved by the International Institute of Intellectual Co-operation, in an inquiry conducted among teachers, and organizers of school broadcasting, in the different countries. But the educational influences of broadcasting are not confined to children at school. They affect the whole community, not only by means of professedly instructional courses, but also by more general programmes. Hence the decision of the International Committee of Intellectual Co-operation, with the approval of the Assembly of the League of Nations, to instruct the Institute to extend the scope of its inquiry, and to envisage the problem from the standpoint of educating the general public, for whose benefit the daily wireless programmes are designed. The Institute invited a number of qualified persons of different nationalities to explain the principles upon which, in their view, this educational work should be based. The present volume contains the studies furnished by the experts consulted, preceded by a general report based upon their recommendations. After the general report comes a series of studies of recreational broadcasts, news bulletins, and talks on literature, history, politics, and social questions. Then follows a series of special studies of music, plastic arts, sciences, and modern languages, from the broadcasting point of view. A final chapter is devoted to the subject of international exchange of programmes. This comprehensive and authoritative volume is a most valuable contribution to a subject of very great educational importance, and it comes as a reminder of the wholly beneficent and successful work of the League, quite apart from questions of peace and war.

Something about Words. By E. WEEKLEY. (5s. net. Murray.)

Prof. Weekley is one of those writers who make us realize that no subject is essentially and necessarily dull, or, otherwise expressed, that any subject can be made interesting. Except to the duly initiated, the study of mere words as such must inevitably seem a dry-as-dust occupation. Yet here is a book about words that should appeal to the general reader as well as to the specialist, to the teacher of science or mathematics as well as to the teacher of English. The eleven chapters of which the book consists are, as the author himself observes, a mixed bag, a linguistic miscellany, like much else that he has written. For the benefit of readers of this journal we may remark that one chapter, entitled "Word Study for the Young," is specially addressed to teachers, and that several other chapters, especially those dealing with the future of English, Walter Scott and the English Language, proper names and common names, and the Place-Name Society, should be well within the range of the older pupils in secondary schools.

The Universities of India. By P. SESHADRI. (3s. net.)

Students of education in India will welcome the reprint in convenient form of this compact and authoritative essay on its universities, which first appeared in the *Year Book of Education*, 1935.

Junior School Projects. By JOYCE KENWRICK. (5s. University of London Press.)

Challenge to Schools : a Pamphlet on Public School Education. By A. CALDER-MARSHALL. (1s. 6d. net. The Hogarth Press.)

The Successful Teacher : an Occupational Analysis based on an Enquiry conducted among Women Teachers in Secondary Schools. By MARY BIRKINSHAW. (3s. 6d. The Hogarth Press.)

The Cinema in School. By W. H. GEORGE. (3s. 6d. net. Pitman.)

A History of Scottish Experiments in Rural Education : from the Eighteenth Century to the Present Day. By Dr. J. MASON. (5s. net. University of London Press.)

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ENGLISH, POETRY, AND DRAMA

A First English Class-Book. By T. V. DAVIES. (1s. 6d. Bell.)

This is a useful little book for the lower forms of secondary schools, and contains plenty of sensible exercises. But the author appears to have stumbled on page 25, in his analysis of the sentence, "The boy *turned out* a rogue."

The Rational English Dictionary: Explaining the Meaning of 24,000 Items, within a Vocabulary of 1,490 Words. By Prof. M. P. WEST and J. G. ENDICOTT. (1s. 6d. net. Philip & Tacey.)

Mr. West, who is Research Professor of Education in the University of Toronto, has rendered great service in compiling this small dictionary of 350 pages, with a vocabulary of only 1,490 defining words. The explanations are simple and the dictionary is equivalent to an ordinary one of several times its size. Special attention is paid to idioms and pronunciation is indicated by a clear system which young pupils at school can understand.

(1) *Punctuation Simplified: Rules and Exercises.* By S. J. STEANE. (Limp Cloth, 10d. Cloth Boards, 1s. Oxford University Press.)

(2) *Aids and Hints in English.* By V. H. COLLINS. (1s. Oxford University Press.)

(1) This is not, as the title implies, a mere guide to punctuation, but a practical classbook designed to help pupils in acquiring the rudiments of composition. The author insists upon the necessity for much reading aloud, not only to prove the need for, and the correct use of stops, but as an essential aid in the acquisition of a good English style. (2) The compiler of (2), who has been for ten years an examiner in English language and literature for School Certificate and other examinations, covers a wider field and has older pupils in view. The book is conveniently arranged under headed and numbered paragraphs which are so obviously based upon mistakes repeatedly met with in the course of marking innumerable papers that it must prove invaluable to the examination candidate and to his teacher. The list of "dangerous words," dear to the young essayist, might with advantage have been lengthened, but some—like practically, literally, incidentally—have been fully dealt with elsewhere.

Four Tales from Hans Anderson. (Paper, 4d. Cloth-lined, 5d. Macmillan.)

Joyous Stories from Music's Wonderland: Music Talks to the Children. By G. K. JONES. (1s. Macmillan.)

Reading for Action—Book V. Samples: a Book of Prose and Verse designed to make the Reader "Ask for More" at the Library. Assembled by R. WILSON. (2s. 3d. Nelson.)

Augustus: a Novel. By G. BIRKENFELD. Translated from the German by WINIFRED RAY. (7s. 6d. net. Constable.)

Story-Time Books. No. 14. *Friday Afternoon Stories—I.* No. 15. *Friday Afternoon Stories—II.* By FRANCES M. CAMPBELL. (6d. each.) No. 47. *William the Snail.* By JESSIE PAYNE. No. 48. *Boys at Play.* By J. W. MORRALL. No. 81. *Bill Browne goes to China.* By JESSIE PAYNE. (5d. each.) No. 85. *The Story of Andree.* By F. V. MONK and H. T. WINTER. (6d.) Nelson.)

The Parker Chronicle. (832–900.) Edited by Dr. A. H. SMITH. (2s. Methuen.)

Far from the Madding Crowd. By T. HARDY. Edited, with Introduction and Notes, by C. ALDRED. (2s. 6d. Macmillan.)

Essays and Tales. By OLIVER GOLDSMITH. Edited by ROSALIND VALLANCE, with an Essay on Goldsmith by W. M. THACKERAY. *Old Peter's Russian Tales.* By A. RANSOME. (Nelson Classics.) (1s. 6d. net each. Nelson.)

An English Technique. By R. MELDRUM. (6s. net. Macmillan.)

Day to Day Pamphlets. No. 29. *Revolution in Writing.* By C. D. LEWIS. (1s. 6d. The Hogarth Press.)

The Heritage Story Books. Arranged by Dr. A. G. HUGHES. (1) *Saints and Animals.* (2) *Sindbad the Sailor.* (3) *Legendary Beasts.* (4) *Robin Hood.* (Paper, 6d. each. Limp Cloth, 9d. each. Longmans.)

The Children's Classics, No. 103. Primary. *Titty Mouse and Tatty Mouse, and other Stories.* (Paper, 2½d. Cloth lined, 3½d. Macmillan.)

War Paint: a Story of Adventure. By F. V. MORLEY. (7s. 6d. net. Faber & Faber.)

Odd John: a Story between Jest and Earnest. By O. STAPLEDON. (7s. 6d. net. Methuen.)

Common Sense in the English Examination: a Modern Manual of Examination Practice. By S. SAVIGEAR. (5s. Pitman.)

Highways and Byways of English Literature. (1) *The Wreck of the "Golden Mary."* By CHARLES DICKENS and WILKIE COLLINS. (2) *Pioneers of Exploring.* By B. WEBSTER SMITH. (3) *The Toilers of the Sea.* By VICTOR HUGO. English Version by ISABEL C. FORTEY. (10d. each. Blackie.)

Galsworthy in his Humour. (3s. 6d. net. Duckworth.)

The Boys' Torch Adventure Library. No. 81. *The Loyalty of Rin Kong.* By C. E. ROBERTS. No. 82. *The Outpost.* By M. I. BAUMANN. No. 83. *Umtonga's Man-Hunt.* By H. G. PROCTOR. No. 84. *Karjo the Kidnapper.* By A. G. CASTLETON. (2d. each. Edinburgh House Press.)

Little Flowers of St. Pancras. By H. TALBOT. (5s. net. Dent.)

A New Matriculation English Course: based on the Study of Literature. By G. BOAS and C. ALDRED. (4s. 6d. Macmillan.)

The Golden Road. Compiled by W. B. WHITE. Second Series. (Books I and II. Boards, 1s. 10d. each. Limp, 1s. 8d. each. Book III. Boards, 2s. Limp, 1s. 10d. University of London Press.)

The Book of Discovery. By T. C. BRIDGES. (2s. 6d. Harrap.)

Heroes of Modern Adventure. By T. C. BRIDGES and H. H. TILTMAN. (2s. 6d. Harrap.)

Scott's Verse Romances. Selected and Edited by H. J. FINDLAY. *Historical Scenes and Portraits from Scott.* Selected and Edited by J. C. SMITH. (1s. 2d. each. Olivers and Boyd.)

The Speedwell Book. By E. G. HUME and E. C. WHEELER. (Limp Cloth, 1s. 4d. Cloth Boards, 1s. 6d. Cassell.)

Personal Clues in Shakespeare Poems and Sonnets. By Dr. G. H. RENDALL. (7s. 6d. net. Lane The Bodley Head.)

In this book Dr. Rendall follows Mr. Looney, the author of *Shakespeare Identified*, in assigning the works commonly known as those of William Shakespeare to Edward de Vere, seventeenth Earl of Oxford, and bases his case on a close study of the Sonnets and the career of de Vere. It is a book to be read carefully and with an open mind, and, whether we accept the author's conclusions or not, we cannot but recognize his industry and erudition. Like Mr. Looney, he writes temperately and persuasively as well as confidently, and we may at least admit that, if William Shakespeare, the actor of Stratford, did not write the poems and plays usually attributed to him, the Earl of Oxford is as likely to have done so as Francis Bacon or any one else. It may be added that, as Dr. Rendall accepts the traditional order of the Sonnets, his case would be considerably weakened if the order put forward by Sir Denys Bray in 1925 and adopted by the editor of the New Temple Shakespeare (1934) is correct, and that the difficulty of the "Will" sonnets (135 and 136) is very lightly passed over.

The Appreciation of Poetry. By P. GURREY. (3s. 6d. net. Oxford University Press.)

The author describes this as an investigation into the nature of "appreciation" of poetry. It is not surprising that he should tilt against "the foolishness and unsoundness of relying on scansion, on paraphrasing, and on the learning of the technical terms of prosody, verse forms and figures of speech"—on the technique at which appreciation often stops short. It is a stimulating book, even if the reader does not always sympathize with Mr. Gurrey's comments on such features as Imagery, Emotion, Sound, and Rhythm.

Nine New Plays for Children. By ROSE FYLEMAN. (1s. Nelson.)

A judicious introduction of ancient fairy tale lore and characters adds a spice to several of these plays for very young children.

Little Plays from English Drama. Edited and Arranged for Acting by ROSALIND VALLANCE. (1s. 3d. Nelson.)

Introduction to Modern Poetry. By M. GILKES. (1s. 6d. Blackie.)

Dramatic Verse from Shakespeare and his Contemporaries: an Anthology for Verse-Speakers and Schools. Selected and Edited by R. L. MEGROZ. (2s. 6d. net. Pitman.)

One-Act Play Parade: Twelve New One-Act Plays. By ANNE ALLARDICE, S. BARNETT, L. HINES and F. KING, R. E. JAMES, P. JOHNSON, H. LENFRANC, L. NORRIS, H. PENSON, S. READY, C. ROBERTS, BARBARA SHAW and E. WALLACE. Selected by S. BOX. (5s. net. Allen & Unwin.)

Shakespeare's Comedy, A Midsummer Night's Dream. (6d. Clarendon Press.)

Coriolanus. By WM. SHAKESPEARE. Edited by Prof. V. DE SOLA PINTO. (2s. 6d. Macmillan.)

Romeo and Juliet. By WM. SHAKESPEARE. Edited by G. BOAS. (2s. 6d. Macmillan.)

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GEOGRAPHY

The Atlantean Continent: its Bearing upon the Great Ice Age and the Distribution of Species. By H. E. FORREST. Second Edition, Revised and Enlarged. (10s. 6d. net. Witherby.)

The identity of so many species of plants and animals in Europe and North America has led biologists to assume that these continents were once united by way of the Faroes, Iceland, and Greenland. The author of this volume goes farther and produces evidence to show that in Pleistocene times the North Atlantic Ocean did not exist and that there was continuous land (the Atlantean Continent) stretching southward to a line drawn roughly from the mouth of the Hudson to the Strait of Gibraltar. This Atlantean continent is described as regards three main features (*a*) the glaciation of it during the Great Ice Age; (*b*) its regional details; (*c*) the distribution of species. Although this treatise will be of special interest to geologists and zoologists it will also be of value to geographers as the glaciation of the British Isles, North-West Europe, and Eastern Canada respectively, is dealt with in considerable detail.

(1) *The British Isles.* By A. M. DELL. (3s. net. Harrap.)
(2) *The Dorset Coast: a Geological Guide.* By G. M. DAVIES. (6s. net. Murby.)

(1) The chapters in the geography of *The British Isles* provide a satisfactory course of study for pupils taking the School Certificate Examination. Part I deals with structure, relief, climate, and economic resources; Part II with the natural regions of the British Isles. The pages of the text are illustrated with particularly good pictures and sketch maps. (2) The writer of this guide states that the Dorset coast is an ideal training ground for field parties of students of geology and geography. Folds and faults can be clearly seen and fossils can be obtained without any difficulty. In the pages of this little book, all the formations are carefully explained and numerous diagrams show sections of the various strata. There is also a useful programme of excursions for each of the following areas: (*a*) Western Dorset; (*b*) Round Weymouth; (*c*) Round Swanage.

The World-Wide Geographies. By J. H. STEMBRIDGE. Book VIII. *Industry and Commerce.* (3s. 6d. Oxford University Press.)

A study of the geography of industry and commerce is of great importance to the citizens of this country as the growth and prosperity of the Empire owe so much to trade and commerce. In presenting his facts, the writer shows originality and skill; the descriptions of articles of commerce and the conditions under which they are produced will certainly arrest the attention and interest of school-children. Throughout the book, excellent pictures illustrate the text and well-arranged exercises provide materials for individual work.

Hints to Travellers. Eleventh Edition. Volume I. *Survey and Field Astronomy.* By E. A. REEVES. (16s. net. Royal Geographical Society.)

Although the use of the word "Hints" in the title of this substantial volume is somewhat inappropriate, it is probably wise to retain the original name of a Handbook that has become a standard work for travellers and explorers. It is also gratifying to learn that the extensive revision and enlargement of the work has been carried out under the direction of Mr. A. E. Reeves, who has been so intimately associated with the production of the earlier editions. This volume contains chapters on Methods and Instruments for Surveying by Travellers under Modern Conditions; Geographical Surveying and Mapping; Field Astronomy; Table of Constants. Volume II on Equipment, Transport, Photography, Health, and other topics will be ready for publication next year.

(1) *Progressive Exercises in Practical Geography.* By C. B. THURSTON. Book IV. *Eurasia.* (1s. Arnold.)
(2) *The Regions of the World in Pictures.* Set III. *East Africa.* Selected, and with Descriptive Notes, by G. J. CONS. (1s. 3d. per set. University of London Press.)
(3) *Life Overseas. Newfoundland.* By E. YOUNG and S. C. Gilmour. (6d. G. Phillip & Son.)

(1) The practical exercises in Book IV provide a systematic course of work on Eurasia. The exercises have been very carefully prepared and the sketch maps which accompany them have been very clearly designed. (2) In Set III of this series, there are sixteen pictures of typical scenes in East Africa, as regards the people, transports, products, and scenery. Explanatory notes are printed in the margin so that the pupil may learn how to distinguish the essential features of each picture. (3) Like the other readers in the New Prospect Series, the lessons contain interesting descriptions of the work and daily lives of ordinary folk in different parts of the Empire. With regard to Newfoundland, the chief subjects described are: Fishing on the Grand Banks, Hunting the Seals, The Whalers, the Forests and Towns.

Unrolling the Map: the Story of Exploration. By L. OUTHWAITE. (16s. net. Constable.)

The story of exploration and discovery is always a fascinating study as it combines a history of the achievements of adventurous men with an ever-widening knowledge of the earth's surface. From a multitude of sources, Mr. Outhwaite has compiled a descriptive account of exploration from 3000 B.C. to the present time. The text is illustrated with a large number of specially devised maps in order that the reader may visualize the progress of knowledge as it spread outward from the earliest civilizations of the Mediterranean region. Maps of the world, on Mercator's projection, show the known part as a white patch at a particular date, while the rest of the outline of the map is in black. Perhaps the most interesting of these maps is the one dated A.D. 1550, showing the circumnavigation of the world by the Magellan expedition, an exploit which pushed aside the dark veil and opened a way for a survey of the rest of the world from the Equator to the Poles. The systematic arrangement of the contents of this volume makes it a valuable book of reference and at the same time provides a groundwork for further investigation.

Senior Practical Geography. By E. J. ORFORD. Pupil's Book. (Limp, 2s. 2d. Boards, 2s. 4d. University of London Press.)

The course of work, set out in the Junior volume of this series, is here carried on for pupils of 11 to 14 years of age. Throughout this book, all the lessons are characterized by explanatory notes, carefully prepared exercises and helpful diagrams and illustrations. The four sections deal respectively with (*a*) map reading; (*b*) the earth as a globe; (*c*) weather and climate; (*d*) ordnance maps, surveying and map projections. In all schools, where geography is systematically taught, a course of practical work is needed to supplement the descriptive lessons and for that purpose, Mr. Orford's geography provides a very suitable textbook.

The Regions of the World in Pictures. Set II. *West and Central Africa.* Selected, and with Descriptive Notes, by G. J. CONS. (1s. 3d. University of London Press.)

Set II of this useful series of pictures fully maintains the special features of the first, namely typical scenes of the region with descriptive notes at the side of each picture. It is satisfactory to find that most of the pictures illustrate some particular point of interest with regard to the settlements and occupations of the inhabitants.

The Spirit of Ireland. By L. DOYLE. (7s. 6d. net. Batsford.)
Through Wildest Papua. By J. G. HIDES. (8s. 6d. net. Blackie.)
The World and its Peoples: Showing the Influence of Nature upon Man in Different Parts of the World. By E. R. SHEARMUR. Fourth Edition. (1s. 9d. Johnston.)
The Daily Telegraph Map of Abyssinia. In 6 Colours. (6d. G. Philip & Son.)
A Geography of Europe. By H. ALNWICK. (3s. 6d. Harrap.)
An Historical Geography of Europe. By GORDON EAST. (15s. net. Methuen.)

According to the Autumn List issued by MESSRS. W. HEFFER & SONS, LTD., that well-known textbook, Parson's *Fundamentals of Biochemistry in relation to Human Physiology*, has now reached a fifth revised edition after a very short existence as a fourth edition. Changing the subject, it is worth noting that Prof. J. Holland Rose has prepared a new volume entitled *Man and the Sea*, which is an account of the work and influence of the great sea-explorers.

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The October issue of the *Periodical*, the organ of the Oxford University Press, contains an appeal by A. Souter, Old Ashmolean, Broad Street, Oxford, for assistance in the compilation of an *Oxford Latin Dictionary*. Assistance is required particularly in collecting excerpts from Cato's *De Agri Cultura*, Florus, Gaius, *Ad Herennium*, Livy 41–5, Petronius, Pliny's *Natural History* 11–15, 16–22, 23–30, Quintillian's *Declamationes Maiores* and Silius Italicus 10–17.

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HISTORY

Roman Britain. By C. M. FRANZERO. (5s. net. Allen & Unwin.)

This is a monograph, originally written in Italian, by an enthusiastic admirer of Signor Mussolini. It is one of a series describing in turn the provinces of Imperial Rome. The author is a journalist who, in view of the bi-millennium of Augustus, traversed Britain from end to end seeking for traces of the Roman occupation of the island. He has produced a fascinating travel-book full of interesting information and vivid description. It is not so profound as to be dull, nor so superficial as to be useless.

Europe and England: Early Days to 1500. By DOROTHY DYMOND. (2s. 9d. Nelson.)

Another volume of Messrs. Nelson's excellent and attractive "Parallel Histories." It treats the ancient and medieval history of Europe as a background of English history. It is "parallel" to the volume which treats English history as the foreground to European history. Miss Dymond's name is a sufficient guarantee of the soundness of its contents and the vividness of their presentation.

The Story of English History. By A. B. LOCK. Part I. *From the Beginnings to* 1700. Part II. *From* 1700 *to the Present Day.* (Cloth Boards, 1s. 10d. each. Limp Cloth, 1s. 8d. each. Complete, 3s. 6d. University of London Press.)

A clearly written and well illustrated sketch of English industrial history, excellent as an introduction to the subject.

The Teaching of History in Schools: a New Approach. By F. R. WORTS. (7s. 6d. net. Heinemann.)

Mr. Worts is a zealous and experienced teacher of history with a real enthusiasm for his subject. In this book he pleads for the abandonment of the scientific approach to history in schools and for the adoption of a romantic attitude. He contends that for boys and girls interest in history is killed by elaborate studies of causes and effects in human affairs. What is needed, he contends, is emphasis on the good stories, the fascinating personalities, the picturesque incidents. Mr. Worts has written a challenging book. Unfortunately his style is heavy and his argument far from lucidly stated.

The Map Approach to Modern History, 1789–1914. By W. E. BROWN and A. W. COYSH. (1s. 6d. University Tutorial Press.)

A very interesting and valuable companion to the historical textbook and the geographical atlas. Mr. Coysh's skeleton maps are models of lucidity, and the accompanying notes by Mr. Brown admirably summarizes the leading facts which the maps illustrate.

Europe: the Revolutionary and Napoleonic Eras (Reprinted with an Epilogue from Europe in the Nineteenth and Twentieth Centuries (1789–1932). By Prof. A. J. GRANT and Prof. H. TEMPERLEY. (5s. Longmans.)

In the present reprint a few slight alterations from the original text have been made. The epilogue summarizes the work of the Congress of Vienna and compares the settlement attempted at Versailles in 1919.

The Ratification of International Conventions: a Study of the Relationship of the Ratification Process of the Development of International Legislation. By Dr. FRANCIS O. WILCOX. (12s. 6d. net. Allen & Unwin.)

A useful but highly technical contribution to the study of international law. It discusses the validity of treaties and other conventions between sovereign states. Its value to others than professional jurists resides in the suggestions that it gives as to the establishment of a super-state authority capable of enforcing international justice.

Men and Movements in European History. By G. C. DARLASTON. Part I. *The Middle Ages.* (2s. 6d. Bell.)

A competent and attractive outline of medieval history from the fall of the Roman Empire to the Renaissance. Its aim is to excite interest rather than to impart full information. It focuses attention upon great men and outstanding events. Its illustrations are excellent.

Britain in the Eighteenth Century: 1688 *to* 1815. (Life and Progress Histories, Book IV.) By Dr. M. W. KEATINGE and D. G. PERRY. (3s. Black.)

The fourth volume of the well-known "Life and Progress" Series, the main feature of which is the superior attention paid to science, art, literature, and social development, with the consequent relegation of politics and war to subordinate positions. The book is well conceived and attractively illustrated.

A Brief World History. By Prof. N. W. DE WITT. (10s. 6d. net. Toronto: Macmillan.)

A competent, comprehensive, well-written and well-illustrated manual of world history, containing rather more information about the American Continent than is common in works of this class.

The World Since You Were Born: a Junior History of Recent Years. By HEBE SPAULL. (2s. 6d. Macmillan.)

A slight but extremely valuable sketch of world-history during the post-war years 1918–35. Although it is written for children, it will make a strong appeal to many adults who desire short, intelligible statements of the course of recent events in Russia, Germany, Italy, Japan, and other great centres of change.

Housewives and Downing Street: An Average Woman Looks at the Work of the National Government. By JOANNA BRIGHT. (2s. net. Nicholson & Watson.)

A survey from a woman's point of view of the social legislation of the past four years. It treats of unemployment, housing, slum clearance, motoring regulations, and such-like matters. It is a record of unsensational but remarkable achievement.

1066 *and All That: a Memorable History of England, comprising all the Parts you can remember, including* 103 *Good Things,* 5 *Bad Kings, and* 2 *Genuine Dates.* By W. C. SELLAR and R. J. YEATMAN. 21st Edition (Fountain Library). (2s. 6d. net. Methuen.)

Popularized by the play which is still drawing full houses in London, this cheaper edition of an extremely amusing and clever satire on English history will be welcomed by many who will wish to read the original work upon which the play is based, and the book should now enjoy even greater sales than it has hitherto done.

European Civilization and Politics since 1815. By Dr. E. ACHORN. (12s. 6d. net. Harrap.)

This massive volume, written and printed in America, provides almost encyclopaedic information concerning the trend of European affairs from 1815 to the present day. Not only does it treat of politics, but it also surveys art, science, philosophy, and religion. Its studies increase in fullness as the twentieth century is approached. In fact nearly one-half of the large volume relates to the last twenty years. Its sketches of the post-war developments in the various European states will be found peculiarly useful to students of current politics. A valuable feature of the work is a bibliography extending to fifty closely-packed pages. There are many maps, but they fall far below the standard of the best English cartography.

British History from 1485 *to* 1782. By Dr. K. DERRY. (4s. 6d. Bell.)

A workmanly text book covering the first three centuries of modern English (rather than British) history. Its special features are, first, concentration upon events of primary importance; secondly, inclusion of separate chapters on social and economic developments; thirdly, provision of an appendix of illuminating summaries.

The Crusades. By G. A. CAMPBELL. (15s. net. Duckworth.)

A popular but well-informed history of the whole crusading movement covering roughly the five hundred years 1000–1500 of the Christian era. It is wholly free from footnotes and references, but it provides a bibliography which shows that the writer at any rate knows what are the leading original and secondary authorities. The story as here told is as interesting as a romance; it takes one moreover to the very heart of the Middle Ages.

An Economic History of the British Isles. By A. BIRNIE. (10s. 6d. net. Methuen.)

Senate and Provinces, 78–49 B.C.: *Some Aspects of Foreign Policy and Provincial Relations of the Senate during the closing years of the Roman Republic.* By J. M. COBBAN. (8s. 6d. net. Cambridge University Press.)

Terminal Book B. The Birth of England: from Stone Age to Norman Conquest. By ROSAMUND M. WHITE. (1s. 2d. Macmillan.)

History in the Senior School. By Dr. C. F. STRONG. (1s. net. University of London Press.)

To-day Through Yesterday. Book I. *Kings, Nobles, and Churchmen: Earliest Times to* 1603. By Dr. C. F. STRONG. (Cloth Boards, 2s. 6d. Limp, 2s. 4d. University of London Press.)

The Crimea in Perspective. By Lieut.-General Sir GEORGE MACMUNN. (15s. net. Bell.)

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MATHEMATICS

A School Certificate Algebra. By W. G. BORCHARDT. (4s. Rivingtons.)

This volume has been founded on the author's *First and Second Course in Algebra*, but it contains new matter, and many of the recommendations of the "Report on the Teaching of Algebra in Schools," recently issued by the Mathematical Association, have been adopted. Part I goes so far as the quadratic equation, fractions, long multiplication and division, and the remainder theorem. Part II begins with indices, and includes variation, series and miscellaneous topics, with a final chapter on miscellaneous curves. The printing is first-rate. Diagrams are not numerous, but there are very many exercises and frequent sets of revision papers. The author has clearly taken pains to incorporate such new ideas and methods as seem successful, whilst retaining certain sections that not all teachers would agree to be desirable. The attractive features of the book seem to us to be the emphasis in the introduction on generalized arithmetic, the early chapter on formulae, the thorough work on directed number (which bears witness to the pioneer efforts of Sir Percy Nunn), and the excellent sets of exercises. On the other hand, the sections on graphs do not all appear to follow the recommendations of the Mathematical Association's Report. The first chapter soon reaches the graph of the linear function (after explanations of "function" and "coordinates") and although it discusses ready-reckoner graphs, and the significance of gradient, there are no examples to show the variety of curves that can be plotted using quite simple functions. The "miscellaneous curves" chapter might well have come earlier.

Real-Life Arithmetic for Girls. By OLIVE I. MORGAN. (1s. Gregg Publishing Co.)

This book is for the use of girls in non-selective senior schools who are in their last year of school life, although there is much in it that might well be used by boys. It contains eighteen chapters on such general topics as sharing expenses, gas and electricity, post office business, buying a house, insurance. Each chapter contains plenty of information and exercises based on actual data. There is no discussion of purely arithmetical details. The book is excellent value for a shilling.

Arithmetic of Earning and Spending. By G. A. BUBBERS. (1s. 2d. Macmillan.)

Arithmetic. First Year. By F. W. CHAMBERS. Teachers' Book. (3s. 6d. net. Macmillan.)

We recently reviewed the first year and the second year books and three of the succeeding "terminal" books in this arithmetic course for senior schools. The *Arithmetic of Earning and Spending* is a further terminal book which opens with revision lessons on money rules, ratio, proportion, percentage. The pupil is then shown how money earned may be received in the form of wages, commission, or salary. He next considers how such earnings are likely to be spent in daily life. There are the appropriate discussions of covering floors, payment for gas and electricity, rates and taxes, &c. A lesson on simple statement of accounts is a welcome addition to the usual topics. The treatment is unusually direct and simple. Also, as the teacher in senior schools is training children rather than merely teaching arithmetic, there are valuable exercises in general knowledge arising from the context of questions set in arithmetic. The Teachers' Book contains answers and suggestions. These are arranged in an ingenious way. Thus hints for work on page 10 occur on the opposite page, numbered 10a.

Terminal Book E. The Arithmetic of the Triangle. By S. W. BURNELL. (1s.2d. Macmillan.)

This book is a further terminal book in Macmillan's new Senior School Series. Its title scarcely indicates the comprehensiveness of the contents, for there is as much geometry and trigonometry as arithmetic. We begin with measurement of angles (but surely senior school pupils are already acquainted with right-angles and protractors ?), and proceed to construction of triangles, heights, and distances, similarity, and the three trigonometric ratios. After practice in use of tables we have a chapter of miscellaneous topics, including projection, circular measure and identities. The last two chapters deal with use of logarithms—the pupil being shown how to use the tables after a very brief explanation—and their application in surveying through the sine rule. Thus the book covers a great deal of ground and one would scarcely expect the pupil who begins with the meaning of a right angle in Chapter I successfully to reach logarithms sixty pages later. It is not clear what benefit will accrue to the senior school pupil through the study of circular measure. The arrangement of work with logarithms is open to the objection that it is not tabulated in a form convenient for computation. On the other hand, the chapters on measurement of heights and distances and simple trigonometry are lucid and attractive. There is much good material in this book, and in the hands of a teacher who could select and amplify it should be most useful.

Century Sum Books. By A. WISDOM. Book V, Series A and B. (Limp, 11d. each. Paper, 9d. each. University of London Press.)

Mr. Wisdom's name may be familiar to teachers of arithmetic as the author of an original and excellent series of exercises on arithmetical dictation, based largely on the pioneer work of Dr. P. B. Ballard in the teaching of arithmetic. His present books each contain 1,100 sums for children of 11 and are intended as revision and scholarship test books for the last year of the Junior School Course. Both books deal with much the same work, but the "A" book goes more rapidly and uses harder examples. With the exception of a few routine sums all the questions set in the two books are different. It is advisable that pupils should work the "B" book first. The chief feature of both books is thoroughness. There would indeed be something terrifying in the careful firm efficiency with which every point in arithmetic is examined, revised, and tested, were it not for the fact that such intensive methods are found to succeed, and are popular with children because they enable them "to get sums right." We strongly recommend these books to all teachers of 11 year olds.

An Introduction to Projective Geometry. By Prof. L. N. G. FILON. Fourth Edition. (16s. net. Arnold.)

Prof. Filon's *Projective Geometry* was first published a quarter of a century ago and we well remember the merits of its text and the demerits of its format. Since then two further editions (which we have not seen) have appeared. The fourth edition has now arrived and we would like to commend it to all students of geometry at the undergraduate stage. The appearance of the book is a delight. The binding is good, the printing is elegant, the diagrams are clear and large. In a long and interesting preface, Prof. Filon explains that the book has now been almost rewritten. The original emphasis on drawing-board practice remains (as it should), but there are important modifications in order, nomenclature, and notation. Involution now precedes the discussion of focal properties; there is a section on inversion, and the discussion of quadrics, at the end of the book, has been expanded. There are many incidental improvements and additions, and the total number of exercises is now nearly 900. This book has had an honourable and fruitful past; its latest edition should have an auspicious future.

Higher School Geometry. By L. CROSLAND. (6s. Macmillan.)

The History of Mathematical Teaching in Scotland: to the End of the Eighteenth Century. By Dr. D. K. WILSON. (5s. net. University of London Press.)

The London Arithmetics. By Dr. P. B. BALLARD and J. BROWN. (Pupil's Book III. Limp, 1s. Paper, 10d. Teacher's Book III, 2s. 3d. University of London Press.)

Elementary Analytical Geometry. By T. H. W. HILL. New Edition, Revised. (4s. 6d. Harrap.)

Descriptive Mathematics. By J. MACLEAN. (Rs. 2.8. Bombay: Macmillan.)

A Complete School Algebra. By Dr. A. RITCHIE-SCOTT. (With Answers, 8s. 6d. Without Answers, 7s. 6d. Parts I and II. With Answers, 5s. each. Without Answers, 4s. each. Harrap.)

THE GRENFELL COLLECTION.—The Board of Education has now issued a catalogue of the Grenfell Collection of works of Physical Education. This valuable collection was made by Captain F. H. Grenfell, D.S.O., R.N., formerly the Board's Staff Inspector of Physical Training and on his retirement from the Board's service Captain Grenfell most generously presented the collection to the Board's Library where it is now available for reference by members of the public. The collection includes sections dealing with the history of physical education, with hygiene and physiology and with gymnastics, dancing, athletics, and games in a large number of countries.

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MUSIC

FOR THE GRAMOPHONE

Columbia Records. (Columbia Graphophone Co.)

BRAHMS. *Sonata No. 1 in E Minor for Piano and 'Cello.* Theo Van der Pas (piano) and Emanuel Feuermann ('cello). LX404–6. Three records. 6s. each.

DVOŘÁK. *Slavonic Rhapsody.* Op. 45. No. 3. *Legende.* Op. 59. No. 3. Sir Thomas Beecham conducting the London Philharmonic Orchestra. LX402–3. Two records. 6s. each.

QUILTER. *Go, Lovely Rose; O the month of May.* Sung by Mark Raphael (baritone). DB1583. 2s. 6d.

The Brahms first 'cello sonata is a distinguished addition to the repertoire of recorded chamber music. The work, which is not amongst those with which many music-lovers can claim a close acquaintance, finely exploits the sombreness of the 'cello's lowest tones and it has, as finale, a characteristically virile fugal movement. In the performance Mr. Feuermann is revealed as a splendid 'cellist, with a specially rich and resonant tone, so full indeed that there are times when the piano part may be thought a little too reticent for an ideal balance. The fugue, however, is admirable in both balance and execution and the recording throughout is excellent. The second side of record two is occupied by a "Melodie" transcribed from the Ballet performed in the second Act of Gluck's "Orphée." The melodic charm and luxuriant orchestration of Dvořák's third Slavonic Rhapsody are well reproduced, and the work gives yet another opportunity of enjoying the brilliant playing of every section of the London Philharmonic Orchestra. The "Legende" is a delightful little work which Sir Thomas Beecham introduced into his provincial programmes last winter. Mark Raphael's tasteful singing of two of Roger Quilter's less familiar songs makes a very acceptable record.

Music and its Story. By Dr. R. T. WHITE. Cheap Edition. (3s. 6d. net. Cambridge University Press.)

Dr. White's introduction to the study of the history of music still remains one of the best books of its kind. It is compact, always to the point, and gives just the information which is needed, especially by the general reader. It is a pity that the list of recommended gramophone records was not revised and brought up to date, as many of the numbers given have been superseded by later and better recordings since the book first appeared.

Manuel de Falla and Spanish Music. By J. B. TREND. (8s. 6d. net. Allen & Unwin.)

Mr. J. B. Trend's book has for so long been regarded as the authoritative work on its subject that commendation of this reprint is unnecessary. It will be sufficient to recall for the benefit of new readers that it contains a critical account of the music of Manuel de Falla, a fascinating discussion of the Spanish idiom and the origins of what is generally accepted as the Spanish style and a shrewd and penetrating chapter on Falla and his contemporaries.

A Secondary School Music Course: in Preparation for School Certificate and Matriculation Examinations. By M. M. WATSON. Vol. I. First Year. Vol. II. Second Year. Vol. III. Third Year. (5s. net each. Boosey.)

One of the difficulties in the way of popularizing music as a School Certificate subject has been the lack of an adequate textbook. Mrs. Maitland Watson's Course goes a long way toward the removal of that difficulty, for it embodies under one cover all the requirements of the various examining bodies, from sight reading to musical history and form, and it is so designed that any section not included in the examination in view may be omitted without disturbing the general scheme of work. The course is designed to cover the three years spent in the upper forms of a secondary school. It is the work of an experienced and imaginative teacher, is well graded and progressive, and there are ample exercises of all kinds in the pupils' books. Its three volumes will well repay investigation not only by teachers with examination work in mind, but also by those anxious to find a sound and workable course in general musicianship.

Music under Eight. By L. E. DE RUSETTE. (3s. 6d. net. Kegan Paul.)

The Fourth Book of the School Concert. Edited by MARY RICHARDS (3s. net. Evans.)

PHILOSOPHY AND PSYCHOLOGY

Testing and the Uses of Test Results. By Dr. E. A. LINCOLN and L. L. WORKMAN. (8s. 6d. net. New York: Macmillan.)

The authors of this book feel that few schools have as yet taken advantage of the many possibilities made available to them by the development of standardized educational tests. They believe that this is largely the result of the failure of the courses given to teachers in training which only too often make the subject appear abstruse and difficult. Their aim, therefore, is to produce a simple and interesting textbook which will give to young teachers a real understanding of the practice and purpose of testing. So far as American teachers are concerned, the book fulfils its aim, and its list of standardized tests and names and addresses of publishers will be extremely useful. A good deal of the theoretical matter applies equally well to English conditions.

Psychology: a Factual Textbook. By E. G. BORING, H. S. LANGFELD, H. P. WELD, and Collaborators. (13s. 6d. net. New York: Wiley. London: Chapman & Hall.)

This is a useful textbook of pure psychology for students who want the facts which the experimentalists have ascertained, without much metaphysical or even psychological theorizing. A good deal of space has been given to the analysis and description of the world of sensory experience, and the work of the German psychologists in this field is well covered. Other topics are more cursorarily treated, but in every case there is a well-selected list of references to guide the students' reading. The book is admirably printed and illustrated.

I and Me: a Study of the Self. By Dr. E. G. HOWE. (7s. 6d. net. Faber & Faber.)

This is an essay in metaphysics written by a medical psychologist. The fact that the author is a practising physician who draws upon his clinical experience for illustrative cases makes the book an essentially practical one in spite of the author's preoccupation with symbolism and paradox. For some readers the style will obscure the meaning: others, of the same turn of mind as the author, will delight in it. The book cannot fail to interest all who care about psychotherapeutics as well as those who enjoy metaphysical speculation.

Problems of Human Friendship. By the Rev. B. S. W. GREEN. (3d.) *Foundations: Simple Hints to Mothers of Little Boys.* By CLARE GOSLETT. (4d. The Alliance of Honour.)

The writers of these two booklets aim at giving advice on the control of the sex instinct, the first to young men and women, and the second to the mothers of little boys. The language is extremely simple and the advice as far as it goes is sound, but the reader is conscious of the vast omissions necessitated by the compression of large subjects into very narrow compass.

The Single Woman and her Emotional Problems. By Dr. LAURA HUTTON. (5s. Baillière, Tindall & Cox.)

A frank and courageous treatment of a difficult subject. A quotation from the foreword which is contributed by Dr. David Forsyth will show its scope and aim: "The book should bring the peace of mind that comes from self-understanding to many a single woman who is discontented with her lot; and more even than this, it should serve to enlighten public opinion on a matter where it is notably and regrettably uninformed."

Personality Development in Young Children. By HELEN McM. BOTT. (6s. 6d. net. University of Toronto Press. London: Oxford University Press.)

Moray House Tests, Nos. 10 and 11a. With Manual of Instructions. By Prof. G. H. THOMSON. (9d. each set. University of London Press.)

Greek Ideals and Modern Life. By Sir R. W. LIVINGSTONE. (6s. net. Clarendon Press.)

The Thinker's Library, No. 55. What are we to do with our lives? By H. G. WELLS. (1s. net. Watts.)

(*Continued on page 756*)

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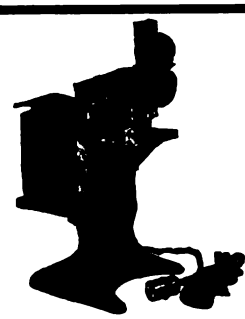

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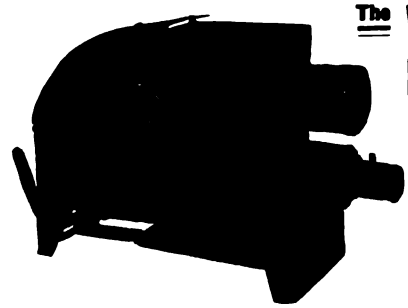

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SCIENCE

How You Grow : a Book for Boys. By T. F. TUCKER, assisted by M. POUT. *Growing and Growing Up : a Book for Girls.* By MURIEL POUT and T. F. TUCKER. (1s. each. The Alliance of Honour.)

With the exception of the fourth chapter which is adapted to to the sex of those to whom they are respectively addressed, these two booklets are identical. Their motive is sex-instruction. They are written very simply and discreetly, but without any burking of essentials.

Concerning the Habits of Insects. By F. BALFOUR-BROWNE. Cheap Edition. (3s. 6d. net. Cambridge University Press.)

The issue at a reduced price of this book, which was published in 1925 is very welcome. It is just the work to put into the hands of any boy or girl who is interested in insects, and should convert many a mere collector into an observer and genuine student.

Manual of Human Physiology. By Sir LEONARD HILL. (6s. 6d. Arnold.)

The fourth edition of this well-known textbook has been revised, and a chapter on reproduction added. It is suited to the requirements of teachers, nurses undergoing training, and to young medical students.

Fundamentals of Biology. By J. W. STORK and Prof. L. P. W. RENOUF. Second edition. (6s. Murray.)

A book that within two years from its publication has thrice been re-printed needs no further recommendation of this its second edition. Almost alone among books of this standard it succeeds in combining in one subject the essential features of plant and animal life by introducing at the outset the concept of energy. From the present edition the chemical and physical phenomena comprising an Appendix in the first edition have been omitted, and in its place a second and very useful chapter on ecology has been inserted.

How Does a Plant Grow? By Sir CUTHBERT GRUNDY. (2s. 6d. Murray.)

No matter how ignorant of plant structure and physiology, and indeed of other scientific subjects, the reader may be, he can from this plain and non-technical account obtain accurate ideas of the main facts. The aesthetic aspect of plant life is not overlooked, nor are the plants whose mode of nutrition is exceptional forgotten.

(1) *Plant Viruses.* By Dr. K. M. SMITH. (3s. 6d. net. Methuen.)
(2) *Tissue Culture : the Growth and Differentiation of Normal Tissues in Artificial Media.* By E. N. WILLMER. (4s. net. Methuen.)

These are the two latest in the now famous series of biological monographs ; and both are worthy companions of their predecessors. (1) Appeals to the wider circle of readers inasmuch as the mysterious diseases of plants due to infection by a virus are of great and rapidly increasing economic importance, and thus some knowledge of them should be had by every gardener, farmer, and planter the world over. Again, since sap-sucking insects are the vehicles of the infections, this summary of present knowledge and methods of investigation is indispensable to the economic entomologist. (2) Deals with the fascinating subject of the behaviour and growth of small pieces of various animal tissues removed from the living body, but artificially maintained alive and capable of being examined under the highest powers of the microscope. The author would be the first to admit that so far the surface of the subject has been merely scratched, but enough has been done to modify greatly our conception of animal tissues as derived from permanent histological preparations, and to raise hopes of great developments in the future.

General Science. Part IV. By F. FAIRBROTHER, E. NIGHTINGALE, and Dr. F. J. WYETH. (3s. 6d. Bell.)

The previous parts of this work have already received appreciative notices in this *Journal*. The present part is on similar lines to those of its predecessors, and is of the same high standard. The presentation is good and solid ; there is nothing spineless about *General Science* as conceived by Drs. Fairbrother, Nightingale, and Wyeth. As before, the best sections of the book are those on physics ; the biology has the fault—perhaps a good one—of trying to omit nothing ; the chemistry in the present part is but little, and still irritatingly lavish in the use of unnecessary capital letters. On the whole, however, the book is excellent, and remarkably free from misprints (the second equation on page 200 should read $Fe + 2\,HCl = FeCl_2 + H_2$, and, in the last equation on page 214 [30] should be [3O]).

Nelson's Bird Pictures for Individual Work. Sets I and II. (1s. each. Nelson.)

One of the chief advantages of the re-organization of elementary schools is that the junior school, like the preparatory department of a secondary school, is now a definite problem by itself. And perhaps these two sets of pictures, evidently meant for individual work in junior schools, are in their way a sign of the times. To teachers in favourably situated schools, where birds can be observed, these pictures will be most useful as an aid to individual study. They are beautifully produced in colour, they are lifelike in effect, and, with the accompanying letterpress, are a marvel of cheapness.

Experiments in Organic Chemistry. By Prof. L. F. FIESER. (8s. 6d. Heath.)

This is an excellent book for the elementary student of organic chemistry who intends to treat the subject seriously. The list of preparations is wide and interesting, and the instructions are clear and adequate. The theoretical principles involved are fully explained, and there are useful sections on the identification and separation of substances. In view of the increasing popularity of semi-microanalysis, the chapter on this subject will be especially welcomed. Very properly, Prof. Fieser has called the attention of his readers to dangerous and poisonous reagents, though we think he under-rates the toxic character of methyl sulphate, which he says is "somewhat poisonous, though not dangerously so." According to Prof. Paul Karrer (*Lehrbuch der organischen Chemie*, page 112), methyl sulphate is very poisonous and has already been the cause of many fatal accidents.

Matter and Change : an Introduction to Physical and Chemical Science. By W. C. DAMPIER-WHETHAM. Cheap Edition. (3s. 6d. net. Cambridge University Press.)

A History of Science and its Relations with Philosophy and Religion. By W. C. D. DAMPIER-WHETHAM. New Edition. (8s. 6d. net. Cambridge University Press.)

Cambridge Readings in the Literature of Science : being Extracts from the Writings of Men of Science to illustrate the Development of Scientific Thought. Arranged by W. C. D. DAMPIER-WHETHAM and MARGARET DAMPIER-WHETHAM (Mrs. BRUCE ANDERSON). Cheap Edition. (3s. 6d. net. Cambridge University Press.)

A Text-Book of Organic Chemistry : Historical, Structural, and Economic. By Prof. J. READ. Second Edition. (12s. 6d. net. Bell.)

An Outline Course in Chemistry. By W. B. DONALD. (3s. Harrap.)

Anecdotal History of the Science of Sound : to the Beginning of the Twentieth Century. By Prof. D. C. MILLER. (10s. 6d. net. New York : Macmillan.)

Every Garden a Sanctuary. By E. L. TURNER. (5s. net. Witherby.)

Graded Problems in Chemistry to School Certificate. By A. HOLDERNESS and J. LAMBERT. Third Printing. (6d. Heinemann.)

The Essentials of Qualitative Analysis. By A. HOLDERNESS and J. LAMBERT. (1s. 6d. Heinemann.)

(*Continued on page 758*)

THE NEGLECTED SCHOOL BOOK.—An article under this title by Mr. R. D. Morss, a director of Messrs. Ginn & Co., Ltd., appears in the summer issue of the *Monotype Recorder*. As Mr. Morss says, childhood is an impressionable age, and it is most unfortunate that the books in most elementary schools are shabby and dirty. "An indifferent public opinion has permitted for more than 4,000,000 elementary school children an annual expenditure on books per child of a sum considerably less than the cost of 'two-twenties' of cigarettes." The school book is not playing the part it should as a socially constructive force. Mr. Morss believes that the real reason lies in our present conception of what constitutes an education. The Hadow Report and the consequent reorganization of elementary schools have brought about a much-needed improvement, and already there is a demand for a new type of school book. Its success will be judged less by its academic content than by the active interest it arouses in the pupil. Once this type of book is written, it rests with the publisher to take into his confidence the illustrator, printer, binder, and paper-maker as to the function and purpose of the projected book, in order to produce a book which shall be a delight to the child.

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UNIVERSITY ENTRANCE SCHOLARSHIPS:

SUBJECTS and STANDARDS

(THE JOURNAL OF EDUCATION SERIES OF SPECIAL ARTICLES)

An additional—statistical—article, by **Miss L. DOREEN WHITELEY,** Librarian at the Public Library, Wallsend, will appear in the January, 1936, issue.

Of practical interest to teachers concerned with scholarship examinations for the Universities

London: MR. WILLIAM RICE LUDGATE BROADWAY, E.C. 4

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MISCELLANEOUS PUBLICATIONS

The Social Economy of the Himalayans: Based on a Survey in the Kumaon Himalayas. By Dr. S. D. PANT. (15s. net. Allen & Unwin.)

This is a most interesting account of the industries and customs of a people confronted by an exceptionally difficult environment. It will repay careful study by teachers of geography. The author is himself a Kumaoni.

"These Make Men's Lives": a Selection from Recent Talks given at Bedales by the Head Master, J. H. Badley. (6s. Oxford: Blackwell.)

This book was published last July to commemorate the retirement of the author from the headmastership of the co-educational school which he founded forty-two years ago. Members of the school made the selection from the talks given by Mr. Badley at the school service on Sunday evenings. The talks are of value in themselves for their expression of unswerving faith in the ultimate goodness of things, and their publication will be especially welcomed by those past and present members of the school who heard them delivered.

The Traditional Dance. By VIOLET ALFORD and R. GALLOP. (6s. net. Methuen.)

Some of the traditional dances of the British Isles and of Europe are fully described in this entertaining book. There are twelve photo illustrations of dances. Historical descriptions are given in this interesting book of British Country Dances, Jigs, and Hornpipes, Chain Dances, Recreational, Sword, Mummers, Maypole, Horns, Hoofs and Feathered Fowls, and Religious Dances.

The Countryman's England. By DOROTHY HARTLEY. (7s. 6d. net. Batsford.)

This book, delightfully written and lavishly illustrated, is one to be read at home and at leisure, not to be taken on tour. Miss Hartley writes of mountain and moorland, undulating farmlands, garden and orchard country, flats and fens, downs and woods, seacoast and estuaries, so that on one and the same page we may find ourselves in Cornwall or in Yorkshire, in Kent or in Hereford. She writes for people who want to go *into* the country, not *through* it; for people who not only want to preserve the charm of the English country-side, but who want to understand and appreciate that charm at first hand. We recommend *The Countryman's England* as, among other things, an excellent gift-book.

Shadows on the Road. By MERCEDES G. PARKS. (8s. 6d. net. Allen & Unwin.)

A delightful travel book, the kind to read by the fire in the winter, when travelling is best in prospect or retrospect. The author has the power of taking her readers with her, and those who know the places she describes will re-live their own travels, and those who do not, will probably begin to believe that they once travelled the self-same routes. There are pictures for all tastes: Winchester—Strawberry Hill—Versailles—Salzburg—the cathedrals of New York—Missolonghi—Assisi—Stockholm—Rhodes, and digressions on many topics: politics in street names, snuff boxes, banished sovereigns, detective stories. It is safe to prophesy that many travelling companions will give and receive this book next Christmas.

The Fine Art of Cooking. By HELEN JEROME. (3s. 6d. net. Pitman.)

In addition to about 400 recipes, many of which are not found in the ordinary cookery book, this work contains several valuable features, *e.g.* names of dishes in both French and English; guidance in the compilation of menus, and a number of specimen luncheon and dinner menus; a list of French culinary terms arranged alphabetically; a chapter on French for menu makers and vocabulary of food materials; a table of foods in season and last, but not least, an index of recipes. Mrs. Jerome is in charge of the advanced cookery classes at the Regent Street Polytechnic, and has also had practical experience of hotel work. Her book is, therefore, an authoritative compilation, and should meet a real need.

Good Speaking: a Modern Training for Children, with Exercises, Rhymes, and Stories. By Mrs. A. M. HENDERSON. (2s. 6d. net. Harrap.)

Mrs. Henderson's manual is valuable for its protest against identifying all speech training with the teaching of verse, though it is interesting to notice that the first thirty-seven pages of her examples are nearly all in metre. The vowel list is good, but the positions are not always scientifically accurate or consistent with one another. It should be made clear throughout that the drawing back of the lips in any vowel or diphthong sound is physiologically incorrect.

Laundry Work in Theory and Practice. By E. L. MARSH. Third Edition. (6s. Longmans.)

In this new edition the author has introduced the use of gas and electric apparatus, without eliminating the methods and useful hints for housewives and classes for whom the more expensive appliances are still unavailable. The fundamental science involved in the processes of laundrywork and the composition of the materials are given, with suitable experiments for class work; while the practical side of the subject is dealt with very thoroughly, including the treatment of the various fabrics, &c., *e.g.* artificial silk and the finishing and folding of modern garments. There are chapters on Dyeing, Disinfecting, the Cleaning and Preservation of Furs, &c., and the whole subject is treated clearly and concisely. The book should be helpful both to housewives and domestic subjects teachers.

Practical Business Procedure. By T. D. SCOULAR and F. K. KELSO. (2s. Gregg Publishing Co.)

Rugger and How to Play it. By W. W. WAKEFIELD and H. MARSHALL. (3s. 6d. net. Longmans.)

Problems of Human Friendship. By the Rev. B. S. W. GREEN. (3d.) *Foundations: Simple Hints to Mothers of Little Boys.* By CLARE GOSLETT. (4d.) (The Alliance of Honour.)

Eton and Rugby Fives: a Complete Handbook of Practical Advice, Instruction, and Rules. By D. EGERTON and J. ARMITAGE. (2s. 6d. net. Seeley Service.)

Table Tennis. By M. A. SYMONS. (3s. 6d. net. Methuen.)

The National Character. By A. BRYANT. (The Swan Library.) (3s. 6d. net. Longmans.)

The Kingsway Book of Cookery. By DOROTHY BELL. (6d. net. Evans.)

Ministry of Labour. *Report on Juvenile Employment for the Year* 1934. (4d. net. H.M.S.O.)

Choice of Career Series, No. 23. (Secondary Schools.) *Retail Distribution.* (2d. net. H.M.S.O.)

Universities of Manchester, Liverpool, Leeds, Sheffield, and Birmingham. Joint Matriculation Board. *Qualifications for Entry upon a Degree Course, applicable on and after December* 1, 1937. Draft. (Manchester: J.M.B.)

Report of the Conference of Representatives nominated by the Universities of Oxford, Cambridge, and London, the Royal College of Physicians of London, the Royal College of Surgeons of England, and the Society of Apothecaries of London, on the Medical Curriculum. (1s. University of London.)

International Labour Office. *Studies and Reports.* Series I (*Employment of Women and Children*) *No.* 3. *Children and Young Persons under Labour Law.* (10s. 6d. Geneva: I.L.O. London: King.)

Essentials in Nursery School Education: from a Speech by Lillian de Lissa. (2d. Nursery Schools Association of Great Britain.)

New Houses: New Schools: New Citizens. By Lady ALLEN OF HURTWOOD. (2d. Nursery Schools Association of Great Britain.)

The Historical Association. *Annual Bulletin of Historical Literature, No. XXIV, dealing with Publications of the Year* 1934. (1s. 6d. Bell.)

The Universal Conscience: a Brief Account of the Sixth International Congress of Moral Education, Krakow, Poland, September, 1934. By F. J. GOULD. (Free. The Author, Armorel, Woodfield Avenue, London, W. 5.)

Music in Schools: a Syllabus of Music-Teaching Prepared by a Committee Appointed by the Middlesex Education Committee. (3s. 6d. net. Oxford University Press.)

NATIONAL ENCYCLOPÆDIA OF EDUCATIONAL FILMS (£1 1s. net. Central Information Bureau for Educational Films, Ltd.)—This mine of information gives an answer to any question a school can ask concerning the use of cinematography in education. The price, by the way, includes membership of the Bureau's Information Service for twelve months. There are several outstanding articles which will be found most helpful. The Place of Cinematography in Education; Methods of Teaching by Film, by Dr. G. H. Green, University College of Wales, Aberystwyth; Film in the Form Room, by the Headmaster, SS. Mary and John School, Oxford; Projection Technique; Descriptive List of Films. School libraries should acquire and use this book.

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University Entrance Scholarships: Subjects and Standards

XI.—SCHOLARSHIPS IN SCOTLAND

II

BY DAVID DRYSDALE, M.A., B.Sc., Rector, High School, Arbroath

THE open entrance bursary examinations, taken by students when they leave school and before entrance on a university course, are a test of the highest work the schools can perform. That is not indeed their purpose, but the papers set a standard of attainment which the schools must endeavour to reach. It is no exaggeration to say that the attainment of a high place in the examination gives to both student and teacher a reward and satisfaction which no other school achievement can give. Drab and harassing as most of the teacher's work is, the sixth form provides one of the few reliefs to what is too often a monotonous grind. It is not surprising then that, when a more than usually bright scholar is discovered, both the curriculum and the disposition of the staff are modified to suit his particular needs.

In the matter of this special preparation the smaller schools have frequently considerable difficulty. Only a few pupils are willing to stay for the additional year. The County Education Committee awards may be had as soon as the Matriculation requirements—usually by means of the Leaving Certificate—are met, and in many cases these awards are generous enough to meet the student's needs. In some counties, indeed, the amounts are considerably greater than the average university bursary. These local awards, it is true, may be held along with a university bursary, provided the financial circumstances fall within certain limits, yet the problematical success in the bursary competition has to be set against the additional cost of an extra year's schooling and the postponement for a year of the entry on remunerative employment. These considerations operate most powerfully in the provincial areas, and thus mainly effect the smaller secondary schools. A further difficulty in the way of such schools is the question of staffing. Catering for the special needs of a few selected pupils makes a drain on the staff time-table which the requirements of the Leaving Certificate may, and frequently do not, permit. It is inevitable that this should happen, for a head would be failing in his duty if he did not first and foremost make adequate provision for the examination which is the goal of all but a selected few. In such schools the scales are heavily weighted against the bursary candidate. If, however, he has grit as well as ability he wins through in spite of the handicap. It is indeed both surprising and gratifying that the smaller schools often do so well in the examinations. Within the last ten years at St. Andrews an average of from three to four of the first ten bursaries have been gained by students from the smaller provincial schools.

The respective merits of the extensive and the intensive examination deserve consideration. There can be little doubt that the latter type, as a general rule, suits the able candidate better than the former, not merely from the point of view of the examination itself, but also from the fact that such students almost always go on to honours in the group selected. The attainment of the standard of the higher papers in one subject (as at Edinburgh) or in two (as at Aberdeen), of the three subjects of the Bursary Examination before leaving school is a manifest advantage to the honours student. It is significant that, as mentioned earlier, the students who take the highest places in the competition at Edinburgh generally choose the three-subject scheme. The corresponding scheme at Aberdeen has not been long enough in operation to enable a comparison to be made between it and the five-subject alternative. But it is interesting to learn that at certain schools in the Aberdeen area the students themselves are already showing a preference for the more intensive course. If, in the next few years, the Aberdeen results show the same relative success as at Edinburgh the other universities could scarcely fail to consider the introduction of a similar plan. In view of the curriculum in Scottish schools, and the fact that only one session is available for specialization for the Bursary Examination, it would be inadvisable to compel all students to concentrate on three subjects, but as an alternative to the four or five-subject scheme it is worthy of serious consideration.

The question of the standard of the examinations has a direct bearing on this point. A comparison of the papers set is the only means of forming an opinion, because none of the universities publishes the marks made by candidates, except Aberdeen, which gives the aggregate marks along with the order of merit. Comparing only the ordinary papers, the standard at Edinburgh appears to be the highest, that of the others, with exceptions in particular papers, being somewhat lower. It is difficult to make any comparison with the papers set at corresponding examinations in England, owing to the different conditions existing in the two countries, but there would be general agreement that only the higher papers set at Edinburgh reach the standard of the Higher School Certificate, though the scope of the latter in certain subjects is distinctly wider. Here, again, we are faced with the question of breadth of curriculum as opposed to depth. The Scots tradition is all in favour of a broad culture even though it necessarily means a somewhat lower standard.

The position of history in the examinations is not entirely satisfactory. Only Edinburgh allows it as an independent subject with both an ordinary and a higher paper. At Aberdeen it is included in the three-subject scheme, but without any higher paper; at Glasgow it figures in the English group, but with only one paper; while at

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St. Andrews it forms the subject of the second paper in English, being thus compulsory for all who select English as one of their subjects. In justification of the practice at St. Andrews it might be pleaded that the University is but following the practice of the Scottish Education Department in its Leaving Certificate Examination in which "English" includes not only composition, language, and literature, but also history. On the other hand, the purpose of the two examinations is quite different, and the sound arguments that can be advanced in favour of tacking history on to English in a School Leaving examination, where it is merely a matter of reaching a certain pass standard, are inapplicable to a competitive test for a University Bursary. Examples are not uncommon of pupils with distinct literary ability and a wide knowledge of English literature who never acquire more than a moderate attainment in "the study of history." The opposite type is, perhaps, rarer, particularly among students of bursary calibre, but cases are to be found, of boys at any rate, whose powers of expression are stimulated far better by historical than by purely literary subjects. Both types of candidates are penalised by a test which combines two subjects demanding different types of ability, especially where a high standard of excellence has to be reached in both. At Edinburgh, this year, 14 per cent of the candidates selected the "ordinary" history paper, about the same number as selected Greek and more than the number who professed German. There is no reason why the demand at other centres should be less if history were made an independent subject.

The considerable diversity of conditions and options at the examinations of the four universities has already been commented on and the points of resemblance noted. The merits of a rigid uniformity are few, and no one would suggest that all the examinations should be framed alike. But need the variety be quite so diverse as it is? Schools which prepare their pupils for only one university can readily adapt their curriculum to suit the university's requirements. But many provincial schools have to cater for more than one examination, and the needs of different groups of pupils are not always easy to satisfy. Especially is this so with the sciences. Papers in geography are set at Edinburgh and Glasgow, but not in St. Andrews. At Aberdeen the subject appears only in connexion with a particular scholarship. Dynamics or applied mathematics can be taken by itself only at Glasgow and at Dundee (which, though a College of St. Andrews University, has a separate examination of its own). In the other centres it figures as a part of the subject of physics. Edinburgh has a system peculiar to itself, natural science (as it is called) constituting only one "subject," in which five ordinary papers are set, one each in chemistry, botany, and geography, and two in physics. From this list a candidate offering science in his group can take only two papers, so that a student who elects to take both papers in physics is debarred from taking chemistry. Candidates offering physics will normally also take mathematics, and they must make up their group by taking their additional subject or subjects from the languages and history. If the reason for the restriction in science be to require the mathematics plus science student to show his proficiency in literary composition, the object could be better achieved by the method adopted at the other universities of making a paper in English or an English essay compulsory for all candidates.

The object of the universities in awarding entrance bursaries is presumably to discover and reward exceptional ability. How far do the examinations as presently conducted succeed in selecting students of superior mental endowment? Prof. C. W. Valentine has recently published the results of an investigation into the prognostic value of the scholarship examinations in England. The following figures refer to the entrance bursary and scholarship examinations of one of the Scottish universities for the years 1926 to 1929. Only students to whom bursaries or scholarships were actually awarded are included, and the arts and science degrees obtained by the students at the conclusion of their course are counted together. In all there were 116 successful candidates, but of these fourteen have been excluded for various reasons, namely, nine who took medical degrees, three who went to other universities, and two who are known to have broken down in health:

Degrees obtained	*Number of Students*	*Percentage of Total*
First-class Honours	37	36·3
Second-class Honours	37	36·3
Third-class Honours	5	4·9
Ordinary (or Pass) Degree ..	17	16·6
Withdrawn	4	5·9
Failures	2	
	102	100

The number of students considered is, of course, too small to warrant the drawing of general conclusions regarding the quality of entrance bursars at the Scottish universities as a whole. But it is surprising that less than three out of four students to whom, by competitive examination, a bursary or scholarship was awarded, should have taken a good honours degree, first or second-class, for third class honours cannot be regarded as having any higher standing than an ordinary or pass degree. It is true that not all who do not proceed to honours abstain from doing so owing to lack of the necessary ability. A few go on to a superior degree in Divinity, taking only the ordinary degree in Arts as a cultural preliminary, and a larger number take only a pass degree for financial reasons. None the less, the fact remains that the proportion of first and second-class honours degrees is smaller than it should be. The number of actual failures is small, and they could probably be accounted for rather by defects of character than want of brains. Prof. Valentine found for the provincial English universities, that over 80 per cent of the university scholars obtained first or second-class honours degrees.

Another significant fact is that the published merit-lists of the examinations considered contained, in addition to the successful candidates, another 192 names who were deemed to have done sufficiently well to be mentioned, but who scored too few marks to gain a bursary, and of these no fewer than forty-three, or nearly one-quarter, subsequently gained first or second-class honours degrees.

These facts certainly suggest that the examination is not as successful in selecting the most promising candidates as it might be. Is there any method by which the selection might be improved? The plan of an oral interview, in addition to the examination, as is done with the candidates for residential scholarships at St. Andrews, is scarcely feasible: the number of candidates is much too large; and moreover, many excellent students would cut but a poor figure in such an ordeal. It is suggested, however, that a school report, in more or less standardized form, could give valuable information, particularly in border-line cases. Such a report is always called for in connexion with the award of the scholarships in question. Consideration of such reports would certainly add to the labour and prolong the time required for adjudication. But it might, and probably would, tend to eliminate the candidates of only moderate ability who score high marks because they possess a retentive memory and have received a thorough preparation at school, and further to include the candidates of solid worth whose marks, whether through bad examination tactics or over-anxiety, give no true indication of their merits. This involves the assumption that the school reports would be conscientious and reliable, as in the majority of cases they certainly would be. It would not take long to discover those that were too optimistic and to discount them accordingly.

A further argument in favour of some such scheme is that it would bring the past and the future teachers of

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the students into contact, even if indirect, with one another. As matters stand, there is a gulf between the schools and the universities which there is at present no means of bridging. It would be in the interests of the students if, in addition to the records of the written examinations, some estimate of character and personality were made available to their future instructors.

To sum up, the bursary system works, on the whole, with quite considerable success. That there are misfits is not surprising; no other method likely to be devised in the near future could be expected to eliminate them completely. But further research into the whole question, particularly with the view of supplementing the results of the written papers by other criteria, is urgently needed.

Education Sixty Years Ago

By DR. CLOUDESLEY BRERETON, M.A.

AT the age of twelve I was moved to the local grammar school. I had been fairly well grounded in English grammar, history, and arithmetic and had done a little French in a book called, I think, *de Roullon*, which had gone through countless editions and was subsequently ousted by Ollendorf. I had also mastered the rudiments of Latin in a book with a pre-Kennedy order of cases, the accusative coming after the ablative and *Musa* representing the first declension instead of *mensa*. I mention these facts, as I am convinced a most instructive and fascinating study might be made of the fashions prevailing during the last 100 or 200 years in the text-books in the various subjects, dealing with the chief points of interest in them and the main improvements they introduced into the technique of teaching the particular subject concerned. Such an investigation might even be chosen for his thesis by a student taking a research degree in education.

On the strength of the above qualifications I was placed in the third form under an irascible disciplinarian who certainly made us work. The school, or rather the greater part of it, did its lessons in what had been the refectory of a monastery. Four forms were taught on the ground floor. We were up in a gallery. Teachers who have to teach in schools near the roar of heavy traffic will know what it was like. But no one seemed to mind. The pandemonium was endemic, and one acquired the valuable knack of being able to work undisturbed in the midst of noisy distractions.

The school was a classical one, as indeed were all the grammar schools of that day, and I found myself at once plunged into learning the rules for Latin syntax in Latin, which I think every one else simply learnt by rote. We just escaped learning the Greek accidence in Latin, the practice having only been abandoned a year or two earlier. But the translations lesson proved still more formidable. Having only done easy sentences in Valpy's *Dilectus*, I found myself at the very first lesson confronted with the precosities of Ovid and his funeral ode on a parrot. Naturally I could not make head or tail either of it or the parrot. The result was that I, with many others, was given the perfectly idiotic task of copying out two entire pages of notes in small print.

At the dames' school I had really acquired a decent script, but could only write slowly. This preposterous imposition took me hours and hours to copy out and was the beginning of the decline and fall of my hand-writing, which, to judge from the criticisms of my friends, has never recovered. One good thing did however come out of it. When later I became a master, if I had to have recourse to written impositions, which I did but rarely, I set them in small doses to be served up in the best copper plate the pupil was capable of, and if any boy complained, I pointed out my own handwriting as an awful warning of what, but for my forethought, might happen to him.

It was in fact the Draconian age of impositions which, as often as not, were quite out of keeping with the crime or peccadillo involved. At one school I know of, the boys, if late for chapel, had to write out a whole book of the Iliad, Greek accents and all. At another there were a regular set of phrases to copy out, *x* number of times, such as, "I must behave myself," "I must not talk in class," "I must not be late for school," etc. My brother, who was a weekly boarder, used to spend his Sunday leisure in manufacturing and laying in a large store of these to meet the contingencies of the ensuing week—this he was able to do with remarkable rapidity, as he could write with two pens lashed together, a trick I could never master. When he finally left the school, he had a big stock of surplus supplies which he was able to dispose of for quite a reasonable sum to the other boys.

Every master had a cane, which, except for grave offenders, was only used on the hand, and most of us out of bravado or more often from real choice elected to be caned rather than do an "impot." The normal boy may dislike his work but he dislikes an imposition still more, because work is done in your (the master's) time, the imposition has to be done in his own. At the end of the term I was moved up, or rather down, to the fourth form which met "on the floor of the house." By this time I had learnt to go "ca' canny" like the rest of the form and rarely received an imposition. I discovered that it was sufficient with the Latin or Greek authors to look out and make a list of the words one didn't know, and to take one's chance of puzzling out the text in class with the master. If put on to translation one would begin quite boldly with the first word of the sentence, say "Cæsar," "Cæsar," possibly repeat it, and then wait for the master to lose his patience and suggest the next word to be taken. If he *did* ask you which was the next word to take, you and the rest of the form discovered it ultimately by a process of trial and error. As for the other lessons, one relied largely on preparing them in school during the quarter of an hour or more that the master gave to reading the daily paper. If he showed signs of an untimely desire to begin sooner, one of the higher members of the class would engage him in conversation with some well devised question on sport: "Oh, sir, how is Lancashire going? Will Gloucestershire win the championship? Is Jenkins (an old boy) still in the trial eights?"

As we generally stood round (a very tiring process), and took places for all lessons, the actual hearing generally lasted only half an hour. The rest of the time was spent at our desks on written work, or at looking over the next lesson. Those who found the time hang heavy

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on their hands, often brought in a school novel which was easy to camouflage behind a breastwork of school books (there were no lockers in those days), or indulged in a more exciting pastime of carving their name or initials behind a similar rampart. One thing we always stood round for was "rep." Learning by heart is excellent, but this system of gabbling passages from classical masterpieces can only be calculated to give the majority of boys a distaste for, or even an actual dislike for, literature. Repetition was often a fruitful source of impositions, except when some daring spirit had pinned the passage for the day to the front of the master's desk which was quite feasible with some of the staff.

We did a minimum of history and geography, as classics took up the bulk of our time. The history was Cornwall's. It was written in a breezy style. I still remember one sentence. "Clonmell swam with the blood of massacre." Many years after, when inspecting in Ireland, I met the author, a vigorous old man of nearly eighty, and still teaching. The geography consisted of strings of place names, etc., with a little map making. This was the only outlet the artistic had for their talent, though one master did start a competition for comic illustrations to the Iliad. All these subjects, including French, were taken in the morning; the afternoons were given over to mathematics, for which, as well as for French, we were divided into sets.

Arithmetic and algebra were taught on the cookery book recipe plan. A sum was worked out by the master on the board and we were then sent to our places for the rest of the afternoon to work out examples, except that in the last ten minutes the correct answers were read out and the marks given up and recorded. Teaching in this and other subjects was only a half-time job, though some of the masters did occasionally go round and see what you were doing, but the majority sat in their places. If a boy was "stuck" he could go up and ask, but his reception was not always cordial. So many never went up. This comparatively restful time was utilized by the lower classes for sucking sweets on a large scale.

There was no homework in maths. except Euclid, which was learnt out of school during the dinner hour. The propositions were sometimes recited and always written out. For a long time, abbreviated signs for an angle, a circle or equality were absolutely taboo. Everything had to be set down in longhand. Even the use of other letters than those of the figures in the book to prove a proposition was frowned on. Todhunter's Euclid was the *textus receptus*, but just before I left Pott's version was tolerated in one or two sets. Except in the top set there were no riders, and the inter-relation of the various branches in mathematics was barely alluded to. Each was treated as a more or less watertight compartment. In one arithmetic paper the question was asked, "Which is the heavier, a pound of gold or a pound of lead?" One boy replied, "You don't catch old birds with chaff," and was, we thought, rather unjustly caned. A wise master to-day would laugh it off, especially as the laugh was really against the boy.

Science was only done by a few boys who seemed to live in a perennial atmosphere of sulphuretted hydrogen. Naturally they were rather looked down upon, though personally I rather envied them. Nature study was quite unknown, but I sometimes joined a rambling club of day-boys on bug and butterfly expeditions. The people with whom I lived had also a couple of aquaria which we occasionally replenished with tadpoles and sticklebacks among whom the mortality was, I fear, rather high, as there was always the temptation of emptying out the tanks with a siphon and catching the contents.

French was taught by a visiting master amid a babel of sound. How he survived I cannot imagine, for we did no manner of work. Still he did not sink to the level of a French master I heard of, in another public school, who used to curse and swear at the pupils in a mixture of French and English. Sometimes, goaded beyond endurance he would exclaim, "I vill report you to the headmastère for bad conduct." The classical retort of the pupil would be, "And I will report you for bad language." To which he could only reply, "Go to your place—you leetle devil." Such people did not render the teaching of the subject easier for their successors. When, later on, English-born teachers came along, they were often told outright by the bolder spirits that French was only a by-subject, which no one took seriously.

Apart from the ordinary prizes, the school had evolved a somewhat original system of rewards which consisted in small money prizes awarded to the first three boys on the monthly list of marks, inscribed on the monthly report and payable by the parent. Purists would no doubt be shocked, but this "prize money" was a very wholesome addition to one's modest exchequer.

If one rather scamped the homework, it gave one a good deal of spare time for reading. I practically read through the whole of Marryat, and the war novels of James Grant, whose *Romance of War* may perhaps be still remembered. Then there was the *Boys' Own Paper* which was just starting and a large number of penny dreadfuls, including *The Boys of England*, and relating the adventures of Jack Harkaway and his friends, and last but not least, there were the novels of Gaboriau, Smollett and Fielding, Wilkie Collins and Dickens, and no doubt many more.

Thanks to my good memory I knew all the translations of the Greek and Latin books off by heart. So through no merit of my own I generally came out top in the monthly and terminal exams. Had unseen passages been substituted it would have been a different story, but incredible as it may sound, we were never taught to look first for the subject and then the main verb, or in other words, to construe. On one occasion I came out top in every subject except divinity, in which I was second, beaten by a clergyman's son. I went home rather elated, only to be reproved by my parents for remissness in my scripture studies. To this day I can recall the sense of injustice this treatment produced.

There were no organized games at the school, only practice games for the eleven or fifteen, and sporadic "pick-ups" for the boarders and a few despised day-boys who went down to the field. The first eleven had no nets, but a rota was established and posted up, of small boys to act as long stops. They stood at a respectful distance behind the practising batsman, and had to stop the balls he failed to hit, in most cases using their coats to smother the ball.

There were of course athletic sports of the ordinary kind for which enthusiasts would for a few days previously train before breakfast, sometimes with untoward results. Probably the most exciting game of all was "One foot over" which was played in the playground during the morning interval by the whole of the school from the sixth to the first form. The game is well known.

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Certain boys stand in the middle of the playground as "catchers," others try to cross this forbidden territory, and if caught, join their captors. The original feature in this school was that any boy struggling with his captors could be rescued, and if pulled back over the line by the rescuers was saved. Small boys ran imminent danger of being torn asunder by the captors and rescuers who formed with the victim a living tug-of-war. The struggle for the body of Hector must have been nothing to it. Coats were torn, collars wrenched off and braces snapped. But it stirred one's blood, and set one all aglow, so one felt fit to face with equanimity the next lesson, however uninteresting.

The headmaster was a very august person—as a matter of fact his name was Augustus—and once a month, clad in his doctor's scarlet robes, he took every form from the third upwards for an hour to examine them. The impression on the lower forms was overwhelming. Even at prize-givings he seemed to tower over the deans and canons who usually gave away the prizes. The latter, from the boys' point of view, were extraordinarily prolix and prosy. Their speech, in the words of Mackworth Praed, was very Ciceronian. Perhaps they impressed the parents more. I have given away prizes on several occasions and have often wondered if the pupils were not asking themselves mentally, as those of us who tried to follow did, "What is the old josser saying?"

As regards the headmaster I never really got to know him, as I left before reaching the sixth form, and I fell into his bad books, because my family sent me to another school. But we made it up later and I often went to see him. He was a man with ideas much in advance of his time and a brilliant writer and critic. I am always thankful to have come under his influence even if it was exercised, so to say, "after school hours."

There is also one other master I feel I must mention. In my last year at the school I was promoted to the lower fifth, whose master has left an indelible impression on my mind. He interested us and made us work, but the most oustanding feature of his character was his amazing fairness and sense of justice. He was the first master I had come across who had no favourites and what is more, had no *bêtes noires*. Many masters have, or had in my day, their special butts and aversions. I decided if I ever became a master I would try to copy his impartiality—and any success I may have had in teaching is largely due to his inspiration.

Pre-Medical Studies in School

BY W. C. CROWTHER, M.A., Dulwich College.

THE recently published report of the Conference of Representatives of the larger Universities and Medical Bodies on the Medical Curriculum provides educationists with much food for reflection. Section III of the report, printed below, which deals with pre-medical studies, is the subject of the present article.

The point which stands out most clearly is that the Conference values very highly the asset of a good general education prior to the commencement of medical studies, and the report makes several suggestions to this end, and makes it clear that Matriculation standard is no longer to be regarded as an adequate level of preliminary general education.

It is obvious that once a hospital has been entered, there is no time, little facility and often no inclination for a continuation of the general education begun at school. In fact, it is this very feeling of the importance of "getting on with the job" that often leads boys to embark prematurely on the medical career—a course that too often proves productive of no saving of time in qualifying, to say nothing of the loss of prestige and general acumen which count for so much in the personality of a successful medical man. A year as a prefect at school develops more character than a year as a nonentity at a hospital.

The break between school and hospital or university is large enough at any time but it is certainly minimized if it comes *after* the 1st M.B. In the past, the lack of facilities for biology at the large majority of schools made it inevitable that the pre-medical course should come after school-days, at any rate so far as this subject was concerned. This state of affairs is now rapidly being remedied, and it is therefore not surprising to read in the report that "the period of pre-medical studies is spent with increasing frequency at school." It is more than satisfying to find no complaint in this respect from the great body of expert opinion represented in the Conference. School authorities can therefore look forward with confidence to a future in which medical studies proper will be the sole field of the hospital student.

How then is the post-Matriculation or pre-medical period to be occupied at school? In pure specialization in chemistry, physics and biology, or on more general lines? The report speaks of the possibility of small segregated groups of intending medical students spending their last two years at school solely in working through the pre-medical syllabus, and suggests that if more time were devoted to science throughout the school period there would be some available for languages or literature during the pre-medical period. The 1st M.B. "cramming class" should certainly find no place as such in any system of education, but it may be well at this juncture to examine some statistics.

Taking as a specimen the recent Oxford and Cambridge School Certificate examination, figures show that some 55 per cent. of the candidates appear to have offered science in some form or other, and it may safely be assumed that intending medical students would in most cases be included here rather than in the 45 per cent. of non-scientists.

Our pre-medical students will thus come under two heads; the larger body with at least one science credit, and a minority with no science experience at all, products of the classical "Side" who for one reason or another are now embarking on a medical career.

It can be assumed that a pupil with ability adequate to secure the Matriculation standard, and already armed with credits in two of the three pre-medical subjects, can in the equivalent of three or four terms enlarge his knowledge to the 1st M.B. level, thus leaving considerable time for language or literature if the 1st M.B. be taken two years after Matriculation. It is gratifying here to note that the report contemplates no start in purely medical studies before the age of eighteen. Teachers engaged on such non-specialist instruction as is indicated will breathe freely on noting that the Conference depecates the suggested inclusion of some literary test in the pure pre-medical examination.

The problems that remain are the adequate instruction of pupils with no science knowledge, often in the same class as those with an adequate grounding; and the preparation, in one class, of pupils for the various pre-medical examinations. The welcome suggestion of a common syllabus disposes of the latter problem, though the sample syllabus of the appendix to the report will doubtless not meet with general approval in all its details.

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The large number of pupils who have not taken a science subject before Matriculation apparently gives a clear argument for "science for all," though in the opinion of the present writer they are often better prepared by their previous training for a more rapid absorption of other material than are their non-classical contempories. In any case, they are not likely to pass the 1st M.B. under school conditions in less than two years of preparation, and the accusation of an inadequate general education can not be brought against them to the same extent as to those needing less intensive pre-medical preparation.

Finally, the conference would welcome a greater use of the Higher Certificate as a means of obtaining exemption from the 1st M.B. Herein lies the schoolmaster's best agent in welding into a common whole his intending medicals, his university candidates, and those whose career is still somewhat nebulous. A two-year course on Higher Certificate lines, whether in chemistry, physics, or the biological subjects, cannot fail in normally qualified hands to be productive of the generally desired result of a higher standard of general education, given a suitable choice of subsidiaries, and provides a reasonably easy option to the rigid syllabus of the 1st M.B.

EXTRACTS FROM THE REPORT

The general education of an intending medical student is of the greatest interest to those engaged in trying to frame a medical curriculum. The period of pre-medical studies is spent with increasing frequency at school and only too often general education is stopped at too early an age, in order to specialize in elementary science for the purpose of passing the pre-medical examination.

After interviews with headmasters of public schools and representatives of the Science Masters' Association the Conference found that its dislike for early specialization was shared by the scholastic profession.

The Conference has been assured that general education need not be neglected during the preparation for 1st M.B. and other preliminary science examinations. It is, however, probably true that preparation for these examinations takes up very nearly the whole time and energy of intending medical students during their last two years at school. That a boy who has reached the matriculation standard of a university should spend his last two years at school almost wholly in the study of the natural sciences may not be undesirable, although the Conference feels it important that the study of literature and languages should be continued up to the time of leaving school. It is, however, a serious matter if intending medical students during their last two years are segregated in a small group, not only from the rest of the school, but even from other boys on the science side. The existence of "M.B. classes" at schools, small groups of boys who are engaged, not so much in the study of science, as in working through a prescribed syllabus in preparation for a series of small examinations, is a very unfortunate result of the present system.

If all schoolboys and girls devoted a reasonable proportion of their time throughout the school period to the natural sciences there should be less need for a prolonged period of intensive preparation at the end of school life. However, such a change must be gradual and, for the present, the Conference recognizes that under school conditions the necessary preparation for the 1st M.B. and similar examinations requires two years after the passing of a matriculation examination or its equivalent.

A suggestion was made that an examination or test in a literary subject should be included with the 1st M.B. examination. The Conference does not recommend this, as it is unwilling to add to the burden of an examination which proves difficult to many. The Conference would, however, approve of greater use being made of the Higher School Certificate Examinations as a means of obtaining exemption from the examinations for the 1st M.B. or Basic Sciences.

The interviews with the headmasters and the representatives of the Science Masters' Association revealed also a strong desire on the part of the schools that there should be a common examination syllabus in chemistry, physics, and biology. The teaching of these subjects in schools is difficult and expensive, and the difficulties are increased when it involves preparing pupils in one class for a number of different pre-medical examinations. The training would be more efficient if these differences, none of them great or important, could be removed. The Conference is entirely in agreement on this point. With this end in view a syllabus has been drawn up which it is hoped may be accepted as a useful example of a common syllabus (Appendix A. (1), (2) and (3)). The chief modifications proposed are a reduction in the amount of botany and of inorganic chemistry with the inclusion of some rudiments of organic chemistry.* It is believed that such a syllabus is designed on sound educational lines and will also serve as a useful preparation for the further studies of the pre-clinical period.

In order to allow sufficient time for general education and to avoid the danger of too early specialization the Conference is generally agreed that medical studies proper, *i.e.* anatomy and physiology, should not be begun before the age of eighteen.

* The Conference understands that at the University of Cambridge organic chemistry forms a distinct part of the first M.B. examination.

Varia

MESSRS. LONGMANS, GREEN & CO., LTD., have just produced No. 1 of their house-organ, under the attractive title *Longman's Log*, a reminder of the time more than 200 years ago, when the firm began publishing at the Sign of the Ship. It is described in the foreword as "a running comment on our general books, intended to give some idea of their interest," and is addressed chiefly to the general reader. Technical books are given brief notes only, but an announcement of a new work on evolution entitled *The Variation of Animals in Nature*, by G. C. Robson and O. W. Richards will interest our readers. News of publication of the Glossary and Index to the supplementary volumes of Thorpe's *Dictionary of Applied Chemistry*, and of the two concluding volumes of Mellor's great work, will be welcome to chemists.

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MESSRS. WILLIAM HEINEMANN, LTD., have issued a revised list of their science books. It includes descriptive notes on a number of their textbooks on physics and chemistry, and also the announcement of two new books, namely, *Inorganic Chemistry*, by Niels Bjerrum (translated from the Danish third edition, and adapted by R. P. Bell), and *The World of Science*, by Dr. F. Sherwood Taylor.

MESSRS. J. M. DENT & SONS, LTD., have issued an attractive classified "Peak List" of their books for Christmas. This and the winter issue of *The Bookmark and Everyman* contain descriptive notes on recent publications.

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THE ASSOCIATION OF SPECIAL LIBRARIES AND INFORMATION BUREAUX, 16 Russell Square, W.C. 1, has just issued the first of a series of "Quarterly Recommendations of recently published Scientific and Technical Books" (free to full members of Aslib, 10s. 6d. a year to non-members). The services of some sixty specialist organizations have been obtained to produce a classified and graded list of recent books, with prices and publishers' names, which should be extremely valuable in guiding librarians in their book purchases.

* * *

Steuart Films have acquired the sole distribution of Dance-Kaufmann Technical Films. These are made to order in 35 m., 16 m., or 9.5 m. They are silent, and being inexpensive, should be invaluable aids to teachers. Subjects such as harmonic motions, electrostatics, and the theory of the induction motor are treated. The films are diagrammatic, and are made in loop form or 50 ft. lengths. All are cycle films.

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Topics and Events

INTERCHANGE OF TEACHERS.—Attention is directed by the English-speaking Union to the arrangements for the interchange of teachers between Great Britain and the United States. The interchange of salaried appointments between women teachers in British and American schools is arranged in Great Britain by a Joint Committee representing the English-Speaking Union, the British Federation of University Women, and the Incorporated Association of Headmistresses and the Association of Assistant Mistresses, working in conjunction with committees in the United States. The appointments are open only to teachers who at the time of their application are holding a position in a school in Great Britain, and are arranged on the understanding that the teachers will return to their original posts on the completion of their year's work in the United States. The arrangements for interchange have been approved by the Board of Education, and service oversea is regarded as contributory service for superannuation purposes, and it may also count for salary increments under the Burnham Scale. For the year 1936–7 the following posts in the United States are so far available to British teachers: English, 16; History, 8; mathematics, 5; physical education, 2; geography, 2; languages, 3; zoology, 2; junior form subjects and kindergarten, 4. Further information regarding the type of school, salaries, income tax, &c., may be obtained from the Honorary Secretary, British Joint Committee for Interchange, care of English-Speaking Union, Dartmouth House, 37 Charles Street, Berkeley Square, London, W. 1.

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SCIENCE MASTERS' ASSOCIATION.—The thirty-sixth annual meeting of the Association will be held in the Chemistry Department of the Royal College of Science, South Kensington, from January 1 to 4. Evening meetings will be held at King's College of Household and Social Science, Campden Hill Road. Sir William Bragg will give the presidential address on "School Science after School."

* * *

WORLD ASSOCIATION FOR ADULT EDUCATION.—One of the great problems of the future, only now beginning to attract the public attention, will be the utilization of leisure, enforced or otherwise. The present solution found by the people at large is seen in the numbers of cinemas and greyhound race courses up and down the country. Leisure is being interpreted as opportunity for pleasure, and pleasure of a highly artificial type at that. This phase cannot last. For many years, serious thinkers have believed that in adult education lay the true way to the use of leisure for the lasting benefit of the individual and mankind. These views were the mainspring of the movement which originated the World Association for Adult Education. This Association, which has recently issued its sixteenth annual report from its central office at 16 Russell Square, London, W.C. 1, has done, and is doing, valuable work in maintaining contact between the various national bodies in existence for the promotion of adult education. Reports from several European countries, from Canada and the United States appear in the present document. A Bureau of Information is maintained by the Association, and during the year 1934–35 it dealt with visitors from no less than twenty-three countries, in addition to handling a mass of inquiries by correspondence. Subscriptions have unfortunately fallen off seriously, due possibly to the temporary suspension of the Association's periodical, and an urgent appeal is made for extended membership and particularly for grants to enable specific pieces of research to be carried out and conferences to be organized.

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EPIDIASCOPES.—Though thoroughly up-to-date schools are equipped with cinematograph apparatus, the humble epidiascope must not be forgotten. These comparatively simple instruments can be used for demonstrating an infinity of subjects, and are free from many of the limitations imposed by the cinema projector. An important consideration is the initial outlay. Messrs. Newton & Co., 72 Wigmore Street, London, W. 1, have issued a catalogue of their "British Epidiascopes," from which it appears that a complete instrument (The Wigmore, Model V) can be installed for £16 6s. 6d. The size of field in this model is 5½ in. square, and it will project a picture 3 ft. to 7 ft. square at 6 ft. to 14 ft. from the screen. The illuminant is one 500-watt lamp. Projection microscopes and other accessories are also available. Other and more expensive models are illustrated in the catalogue. These range up to a machine capable of projecting a picture 10 ft. square at a distance of 55 ft. and costing £250. The new high intensity models are fitted with special diffusion reflectors which, it is claimed, show a great advance in efficiency over previous models.

NORTH OF ENGLAND EDUCATION CONFERENCE.—The North of England Education Conference will be held at Bridlington, on Thursday, Friday, and Saturday, January 2, 3, and 4, 1936. The Right Hon. Lord Middleton, M.C., J.P., has accepted the office of President, and will give his address at the inaugural meeting on the morning of Thursday, January 2. There will be two general meetings. Prominent educationists will deliver addresses on the following subjects: "The Planning and Design of School Buildings," "Physical Education," "The Hadow Scheme in the Light of Seven Years' Experience," "Training in Citizenship," "The Place of a Psychologist in the School," "The Value of the Teaching of Good Music in our Schools." An exhibition of educational publications, school furnishings and equipment, will be held in the Conference Hall. The Joint Secretaries for the Conference, Education Offices, Oxford Street, Bridlington, will be pleased to supply further details.

* * *

A NEW FEDERATION.—At Chelsea College of Physical Education, on October 19, a formative meeting was held, bringing into being a Federation of Societies of Teachers in Physical Education. This Federation includes all the societies of teachers in physical education in Great Britain. The objects of the Federation are to bring together the various societies of teachers in physical education for the purpose of co-operation, propaganda, and the study of matters pertaining to health and education. Miss M. Fountain, President of the Ling Association of Teachers of Swedish Gymnastics, was elected Chairman of the Federation, Mr. F. Jenner, Hon. Secretary of the Secondary Schoolmasters' Physical Education Association, Vice-Chairman; Miss P. Spafford, Secretary of the Ling Association of Teachers of Swedish Gymnastics, Hon. Secretary, and Mr. H. Naylor, of the British Association for Physical Training, Hon. Treasurer. The offices of the Federation are at 10 Mecklenburgh Square, W.C. 1.

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JEWISH HEALTH ORGANIZATION OF GREAT BRITAIN.—Following the series of lectures on Health and the Law, delivered last spring under the auspices of the Jewish Health Organization, a further series of ten weekly lectures are being given at 8.30 p.m. on Saturday evenings at the Whitechapel Art Gallery, High Street, Whitechapel, E. 1, from November 23 to January 25 The opening lecture on Ante-Natal Care was delivered by Dame Louise McIlroy. Dr. Reginald C. Jewesbury will lecture on the Care of the Infant in the First Two Years of Life; Dr. Bernard Myers on the Physical and Mental Welfare of the Pre-School Child; Dr. M. D. Eder on the Care of the Child in Relation to his Studies; Dr. H. Harris on Play in Childhood; Mrs. Susan Isaacs on the Mental Welfare of the Child; Mrs. Winifred Raphael on the Welfare of the Worker; Prof. V. H. Mottram on Domestic Hygiene; Mr. Phineas Quass on the Protection of the Worker, and Prof. Samson Wright on the Care of the Adolescent. Admission is free, without ticket.

* * *

GIRLS' SCHOOL SANATORIUM.—Penrhos College, Colwyn Bay, North Wales, which is one of the few girls' schools, if not the only one, with a resident doctor, has carried its medical arrangements one step farther by the opening, on October 26, of a new two-story sanatorium providing up-to-date accommodation for the medical officer, her patients and assistants, and for the visiting dentist. The building consists of two departments which are on separate floors and have no communication with one another. The ground floor is a general medical clinic and hospital; the first floor, which is entered by a different door, being a miniature isolation hospital for infectious cases with separate discharge and fumigation rooms. There is accommodation in all for twenty-six patients. There are balconies and a terrace on to which the beds can be wheeled and vita-glass windows in all the wards. The building was designed by Mr. S. Colwyn Foulkes, of Colwyn Bay.

* * *

ANTARCTIC EXPLORATION, PAST AND PRESENT.—The Alexander Pedler Lecture on this subject delivered by Commander L. C. Bernacchi, under the auspices of the British Science Guild and the Manchester branch of the Geographical Association, in March, 1935, has now been reprinted in pamphlet form. In this lecture, Commander L. C. Bernacchi first gave an excellent summary of the achievements of Antarctic explorers and then dealt with (*a*) the climate and geographical conditions (*b*) Sea Ice and Land Ice in Polar regions. (1s. British Science Guild.)

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NEW EDUCATION FELLOWSHIP CONFERENCE, 1936.—The New Education Fellowship which has held international Conferences all over the world during the last twenty years is next year, from July 31 to August 14, to celebrate its coming-of-age by holding the seventh World Conference at Cheltenham. It is expected that 2,000 delegates representing some fifty different countries will be present. It has been the custom of the Fellowship to take a vital problem of education as the theme of the World Conferences. In view of the political situation in such countries as Russia, Germany, and Italy, it will be of interest to many that the subject chosen for the Cheltenham Conference should be, "Education in a Free Community—a discussion of the foundations of Freedom and a Free Community." Representatives of Italy and Germany will take part in the Conference. Sir Percy Nunn, London, has been chosen as its President, and with him will be associated such well-known leaders of education as Mrs. Beatrice Ensor, founder of the Fellowship; Prof. Pierre Bovet, Geneva; Mr. Frederick Clarke, London; Prof. Paul Langevin, College de France; Mr. Eduard Lindeman; Prof. Jean Piaget; Lord Eustace Percy, and Sir Michael Sadler. Miss Clare Soper, 29 Tavistock Square, London, has been appointed organizing secretary.

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CHRISTMAS MEETINGS FOR STUDENTS AND TEACHERS OF SCRIPTURE.—The Association for Adult Religious Education has arranged a book-room with an exhibition of books, maps, and pictures useful to students and teachers of Scripture, at 29 Gordon Square, W.C. 1, from Tuesday, December 31, 1935, to Friday, January 3, 1936. This book-room will be open all day as a reading-room to members of the general public free of charge, but books must not be removed from the room. Short addresses and discussions have also been arranged to which all interested will be freely welcome. These meetings will take place daily at 11 a.m. or 12 noon and at 3 and 5 p.m., and will be addressed by scholars and teachers of Scripture. Principal C. Ryder Smith, will speak on "The Old Testament and the Love of My Neighbour," and on "Home Life at Nazareth." Prof. Norman Baynes, will speak on "The Old Testament and the Modern World"; Miss E. Moberly Bell, on "The Problem of the Teaching of Religion in Day Schools"; and Miss Maizie S. West, on "Our English Bible and William Tyndale," and on "Miracles, Angels, and Visions in the Bible." Canon Anthony Deane, will speak on "The Background of the Gospels"; Rev. F. K. Chaplin, on "English Methods in the Scripture Lesson"; and Miss W. M. Silcock, on "The Religious Training of Little Children." Questions and discussions will be welcomed by all the speakers. For further particulars apply to the Hon. Organizing Secretary, 15 Fox Hill, Norwood, London, S.E. 19.

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NEW INTEREST FOR SCHOOLBOYS.—At the Schoolboys' Own Exhibition to be held at the Imperial Institute, South Kensington, January 1 to 11, 1936, architecture will be represented for the first time by an exhibit in the form of a competition organized by the Royal Institute of British Architects. A model house will be shown, and each room will be displayed in detail: "How the kitchen works," "How the bedroom works," "How the heating works," &c. No less than sixty-one prizes in the form of book tokens will be awarded to competitors. Also, for the first time there will be a demonstration of the actual building of a canoe from start to finish. The Army, the Navy, and the Air Force are exhibiting. Short talks by eminent persons will be given to the boys in the Hall of Science. Amongst the speakers are Sir Richard Gregory, Vice-Admiral Sir Edward Evans, Commander L. C. Bernacchi, John Brophy, Major F. A. Freeth, of Imperial Chemical Industries, Prof. Winifred Cullis, J. J. Denton, Victor Peers, of Gaumont British, Ritchie Calder, Wynn and T. C. Macnamara, of the British Broadcasting Corporation, Dr. L .G. Dudley Buxton, Dr. H. Schofield, of Loughborough College, and J. Davidson Pratt. The Exhibition is organized by, and for, the Association for the Development of Creative Work.

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THE EMPIRE'S AIRWAY EXHIBITION.—An exhibition portraying the organization and operation of the air services over Empire air-routes will be opened at the Science Museum, South Kensington, by the Secretary of State for Air, on Thursday, December 5, and will be on view to the public from December 6 until January 31. The exhibition, which is being organized and staged by Imperial Airways, Ltd., is popular in character, both in scope and treatment, and will illustrate the development of air communications within the Empire by means of models, charts, maps, and photographs. It will include models of every type of air liner which has been owned by the Company since its inception.

Personal Paragraphs

IN these columns in the October number the following statement was made. "Miss. G. A. Richards, senior mathematics mistress at Grey Coat Hospital, Westminster has been appointed Headmistress of the School." The inadvertent omission of the words "Francis Holland Girls'," before "School" has caused inconveniences for which apologies are due. Miss Richards has held her present post since 1920 and succeeds Miss A. R. Morison, who is retiring, at Francis Holland Girls' School, in January next.

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MR. GUY KENDALL, Headmaster of University College School, Hampstead, since 1916, has announced his decision to retire at the end of Lent term next. Mr. Kendall was educated at Eton and Magdalen College, Oxford. He took first classes in Classical Mod., Lit. Hum., and Theology. He served as an assistant at Charterhouse from 1902 to 1916. In his book *A Headmaster Remembers*, published in 1933, he strongly criticized the present examination system.

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DR. F. C. SHRUBSALL, whose death was reported in September last, was a valued contributor to this *Journal*. He was an old boy of Merchant Taylors' School and a former student of Clare College, Cambridge. He graduated in 1895 with a first-class in natural science. He then entered St. Bartholomew's Hospital, qualified in medicine in 1900 and took the M.D., Cambridge in 1903. In 1909 he entered the school medical service of the London County Council and at the time of his death was a senior medical officer in charge of a department dealing with mental deficiency and juvenile delinquency problems in which he had become a leading expert. He was Secretary of Section H, British Association, for eighteen years and President of the Section in 1924.

* * *

BY a mournful coincidence, a former High Master of St. Paul's School and the first High Mistress of St. Paul's Girls' School, have both passed away almost at the same moment. The Rev. Dr. Hillard, who was born in 1865, had a brilliant career at Oxford and then went to Clifton, where, in collaboration with a colleague, the well-known "North and Hillard" classical textbooks were produced. In 1899 he was appointed Headmaster of Durham School, and while he was there the school had a remarkable record in scholarships. He succeeded F. W. Walker at St. Paul's in 1905, and during his twenty-two years of office it was acknowledged that while he maintained the old tradition he broadened it and made it more comprehensive. New science buildings were opened, and the standard of the school was maintained in the face of ever-increasing competition. His deeply religious outlook was manifest in all his activities.

* * *

MISS FRANCES RALPH GRAY was born in Ireland. She was classical lecturer at Westfield College from 1883 to 1894 and did a great work in building up the junior school of St. Leonard's School, St. Andrews, before being appointed first High Mistress of St. Paul's. Besides exerting there a beneficent influence which has been widely acknowledged, she was President of the Association of Headmistresses from 1923 to 1925, and of the Association of University Women Teachers in 1921–2. She was greatly interested in university settlement and juvenile court work, and was made a J.P. in 1920. She received the O.B.E. in 1926.

ONLOOKER.

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Correspondence

THE WRITER OF THE SHAKESPEARE PLAYS

With reference to your excellent review of Dr. Rendall's book, *Personal Clues in Shakespeare Poems and Sonnets*, in the November issue of *The Journal*, would you allow me to take exception to the remark that "if William Shakespeare did not write the poems and plays attributed to him, the Earl of Oxford is as likely to have done so as Francis Bacon or any one else."

Are there not two outstanding points of difference in favour of the latter? Namely:

1. Francis Bacon died in 1626, whereas Lord Oxford died as early as 1604. Approximately half the thirty-six "Shakespeare plays appeared for the first time in the 1623 Folio edition. If Oxford wrote them they must have been hidden somewhere for nineteen years! And Richard III appeared, in quarto form in 1622 as "newly augmented." Obviously Oxford could have had no hand in this augmentation.

2. The next outstandingly important difference in favour, as it seems to me, of Francis Bacon is that apart from a single and very mediocre piece of verse—the Echo verse—Oxford does not appear to have written anything, whereas Francis Bacon's admitted works in their philosophy and the views expressed on many subjects constitute a prose exposition of the same thoughts that are expressed in "Shakespeare." Even some mistakes are common to both. H. BRIDGEWATER.

In reply to your correspondent's letter, I would say that I have no desire to enter into the Baconian controversy, but merely state my conviction (1) that neither Francis Bacon nor the Earl of Oxford wrote the Shakespeare plays; (2) that the former was far too busy a man to have had time to do so, even if he had had the ability; and (3) that the moral attitude of Bacon's Essays and of Shakespeare's plays is so different that they could not possibly have come from the same hand. THE REVIEWER.

DISINFECTANTS IN THE SCHOOL

I wonder if those who are responsible for the sanitary arrangements and health precautions for children in schools realize the importance of discriminating between real disinfectants and imaginary ones? I have frequently noticed the use of disinfecting fluids that can never claim to belong to the former category. The word disinfectant covers a multitude of sins, for many so-called disinfectants are merely deodorants, while others are purely antiseptics. These only retard microbial growth without destroying the germs.

Your readers may be interested in the following rules which should govern the choice of a disinfectant:

(1) It must be a real and active germicide capable of destroying all kinds of bacteria. A strong smell does not prove this fact.

(2) It must be safe to leave about since many disinfectants are highly dangerous.

(3) It must not burn the skin even in a pure undiluted state.

(4) It must be soluble in water and harmless to clothing, fabrics, etc.

Carbolic acid, although a strong disinfectant does not meet these requirements on account of its corrosive action and poisonous nature. Chlorinated lime is efficacious but must not be allowed to come into contact with metals; formalin is excellent but is apt to irritate eyes and throat. I have found, however, that a good branded disinfectant with a coal tar foundation fulfils all these considerations.

Such a disinfectant can be used for spraying rooms or for swabbing down floors and washing over walls, flushing lavatories and drains. Damp cleaning is necessary because dry sweeping merely raises the dust to let it settle again. It should be done after the pupils leave in the evening so that germs are not "beaten up" before the children arrive and that they do not sit in a room with damp floors.

Simple precautions such as regular wiping over of tops of doors, window ledges and desks with a damp duster dipped in disinfectant solution will do much to prevent the spreading of germs. It can be carried out by the pupils themselves, thus inculcating hygienic principles into the young mind.

M. EDWARD MILLS.

PRE-MEDICAL STUDIES IN SCHOOL

In regard to Pre-Medical Studies, I am of the opinion that early specialization is certainly to be condemned, and that it is definitely undesirable that a boy should spend his last two years at school almost wholly in the study of science, or that medical studies proper should begin before the age of eighteen.

I should like to see a *compulsory literary test* (*e.g.* in English. Latin or French) as *an integral part* of the first M.B. examination, and I cannot think that, with the proposed reductions in the chemistry and botany syllabuses, such a paper would add to the burden of "an examination which proves difficult to many."

I should like to encourage greater use of the Higher School Examination for exemptions from the first M.B. in spite of two difficulties which have to be faced:

First: one examination can be just as specialized as the other; and secondly: most pupils are likely to choose what they consider is the "softer option," the first M.B., so as to minimize the risk of failure; a choice which the majority of parents would probably endorse.

By giving Higher Certificate preference in the awards of scholarships and prizes the second difficulty would—in part—be got over.

Much benefit would no doubt accrue from a common examinational syllabus in the first M.B. (*and Pre-Medical*) examinations, on the lines of the admirable syllabuses in Appendix A of the recent Conference Report. HEADMASTER.

Prize Competitions

The winner of the November Competition is "Hibernia," *proxime accessit*, "Damon."

The winner of the October Competition was Miss Priscilla Wells, 5 Cumberland Gardens, St. Leonards-on-Sea.

The winner of the September Competition was Miss Kathleen M. Chapman, Bonaplata 41–2°, Sarriá, Barcelona, Spain.

This competitor was in the throes of moving and so did not claim her prize, and we tried to be very clever and do without, which resulted in a muddle. We hope the winners are clear now.

We classify the forty-nine versions received as follows:

Class I.—(*a*) Winton, Damon, Fidelis, Hibernia, Zlata Husa, Memus, Agricola, W. J. H., R. E., Cambria, Hélène, V. N., Clyre, Emjay, F. L. G., Beetle, G. E. M., Magister, Fortune le veut, Urbanus, Ex or, Salonique, L. L., Taube, Baires, Als ob, Dexter, Sinister, Tula, Pilgrim, N. W. H., Martin.

(*b*) Bow-wow, Château d'If, Ninette, R. L., D. S. S., Double E., Old Trident, Rico, Doré, D. W., Landéville.

Class II.—Saintonge, Onyx, Merrylegs, E. L. C. M., Pigeon, E. H. S.

POEM BY O. AUBERT (from an old MS.)

LE LIVRE DE LA RAISON

Lorsque le ciel, prodigue en ses présents,
combla de biens tant d'êtres différents,
ouvrages merveilleux de son pouvoir suprême,
de Jupiter l'homme reçut, dit-on,
un livre écrit par Minerve elle-même,
ayant pour titre la raison.

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Ce livre ouvert aux yeux de tous les âges
les devoit tous conduire à la vertu.
Mais d'aucun d'eux il ne fut entendu,
quoiqu'il contint les leçons les plus sages.
L'enfance y vit des mots et rien de plus ;
la jeunesse beaucoup d'abus ;
l'âge suivant, des regrets superflus ;
et la vieillesse en déchira les pages.

TRANSLATED BY " WINTON "

When Jove, from all the gifts at his command,
Endowed his creatures with such lavish hand,
Those wondrous living things work of his power divine,
To man, 'tis said, a book from Heaven came,
Writ by Minerva's self its every line,
And having " Reason " for its name.
This book, that open lay to every age,
Ought to have led them all in virtue's way ;
But none gave heed its teaching to obey,
Although its lessons were surpassing sage.
Childhood saw in it words and nothing more ;
Upon it youth set little store ;
To manhood vain regrets were all its lore ;
And old age tore in pieces every page.

TRANSLATED BY " DAMON "

When bounteous Heaven was fain, supreme in power,
On diverse beings diverse gifts to shower,
From all those wondrous works, 'tis said, Jove took
(The riches of creation having scanned)
For his dear human race one boon, a book,
Reason yclept, writ by Minerva's hand.
This book, divinely destined to engage
Mankind to Virtue, and his steps to guide,
None comprehended ; none were edified
By the wise lore inscribed for every age.
Childhood spelt out the words, and nought beside :
Youth, finding much to blame, its worth denied ;
Men in their prime but vain regrets descried,
And old men tore and blotted each fair page.

TRANSLATED BY " FIDELIS "

When Heaven, lavish of its gifts, assigned
A bounteous share to all creation's kind,
Wondrous accomplishment of its almighty power,
Great Jove bestow'd on Man, we're told,
A book that was Minerva's very dower,
With Reason on its page enscroll'd.
Open it was for learners of all ages,
And virtue to them all it should have taught ;
But none would read its lessons as they ought,
Though writ therein were truths beyond the Sages.
Childhood saw in it words and nothing more,
While youth revilings found galore,
Their elders—of regrets vain store,
And old age tore to bits its pages.

TRANSLATED BY " HIBERNIA "

When Heaven, prodigal in gifts and power,
did on so many varied people shower,
proofs of its great and wondrous works, 'tis said
mankind from Jupiter a book received,
the title, " Reason," plainly to be read,
Writ by Minerva's hand, it was believed,
Open to every age and every eye
it inculcated virtue and things good.
But no one cared or even understood,
although the precepts taught were true and high.
Childhood saw naught but letters anywhere.
Youth criticized and found abuses there.
Age came but thought regrets too much to bear.
Old age tore up the pages silently.

TRANSLATED BY ZLATA HUSA

When Heaven, its bounties widely lavishing,
Heaped its rich gifts on every living thing,
The wondrous works of power omnipotent,
To man, 'tis said, Jove's liberal blessings sharing,
A book, by wise Minerva writ, was sent,
The title " Book of Reason " bearing.
This book, displayed to eyes of every age,
Might, one would think, lead all to seek the good.
But of them all, by none 'twas understood,
Yet it was filled with precepts wondrous sage.
Childhood found in it words, and nought beyond.
To youth's desires 'twould not respond.
The next age found regrets profuse and fond.
The old and peevish tore its every page.

TRANSLATED BY " MEMUS "

When Heaven, lavish of his bounteous dower,
on many and divers beings boons did shower,
the wondrous works of his supremest might,
from Jupiter—they say—to man there came
a tome Minerva did herself indite ;
" The Book of Reason " 'twas by name.
Laid open to the eyes of every age,
it should to virtue's height lead all to soar.
But not one of them understood its lore,
though it contained of lessons the most sage.
Childhood saw in it words and nothing more ;
Youth wrongs therein in ample store ;
manhood its vain regrets, that did but bore ;
and venerable age rent every page.

TRANSLATED BY " AGRICOLA "

When Heav'n, so lavish of its gifts to all,
endowed its divers creatures great and small,
splendid creations of its sovran might,
to man was given, by Jupiter, 'tis said,
a book divine Minerva once did write.
" Reason " its superscription read.
This book out-spread for young and old to see
was meant to guide each age in virtue's way.
But though the wisest lore within it lay
not one could understand its mystery.
Childhood found in it words and naught beside ;
youth much illusion to deride ;
those ripe in years regrets to cast aside ;
And old age tore its pages ruthlessly.

TRANSLATED BY " W. J. H."

When Heav'n that scatters gifts with bounteous grace
Dowered with blessings men of diverse race,
Those wondrous works of power sublime and grand,
Men say they had received from Jove on high
A book Minerva writ with her own hand,
And " Wisdom " was the name men knew it by.
This book that open lay to every age.
Was destined to lead men to virtue's light.
But none, alas ! could read its theme aright,
Although replete with timely precepts sage.
Childhood but gazed on words and saw no more ;
Youth scorned as vile abuse its ample lore ;
Mid-life found vain regrets on which to pore ;
And Old Age rent the volume, page by page.

We consider the whole of Class I worth quoting, but with so many good entries we should require an entire issue of the *Journal* for our feature. " R. E." was almost included ; a weakness toward the end put her just outside the quoted group. We did not like *Youth felt sure the volume lied ; The middle-aged would vain regrets elide.* But " R. E." does herself less than justice in her self-accusation of carelessness. We find her work always distinguished, and sending an improved version later is quite permissable and often occurs in this contest. We ourselves have done sillier things : we have tinkered at a poem until it was almost spoiled, then typed it out in final form, carried it to the letter-box, and just as we dropped the envelope in, we knew in a dead certainty how it ought to have run.

Among the quoted versions the little points that determined position were ambiguity over *tous les âges ;* the subsequent enumeration of the ages showed what was meant, but some English versions put it so that the reader might think it meant historical ages. The other difficulty, as " Zlata Husa " truly remarks, is *beaucoup d'abus* which means precepts or counsels that affronted youth, or that youth considered mistaken. We accept either meaning. Other little points concerned clichés and phrases dragged in for rhyme or metre. At times this is inevitable, but

(*Continued on page* 776)

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the phrases chosen must never be clichés, must always be apt, and if possible pleasing. "Memus" looked like being the winner until he reached *Manhood its vain regrets, that did but bore.*

We preferred "Agricola s" *ruthlessly* to "Hibernia's" *silently*, but "Agricola" says *creatures great and small*, and *youth much illusion to deride.*

In daring to place "Damon's" version second we are conscious that we are giving dangerous encouragement to translators who like to embellish the original, but this version is so outstanding and so poetic that we find ourselves eating our own oft-reiterated words, and even a maxim or two of the Translator's Decalogue. In our own defence we point out that "Damon's" embellishments are not clichés.

Many competitors differed in opinion over *ouvrages merveilleux*, some obviously taking it as referring to the *biens* and others to *les êtres différents*. As it is ambiguous we accepted both ideas, but preferred those versions which also left it ambiguous.

Class I (*b*) rank a little, but very little, lower than (*a*) some because they chose their own metre, others for not bothering to rhyme, still others for preferring to call the book *Rectitude, Justice, Right*, anything but *Reason*. "Als ob," as ever, goes his own way, although he calls it *Reason*, he adds *and the March of Mind*, but we had to leave him in (*a*) because the rest of his version is so distinguished. Another poem we admired was "Dexter's," but it was marred by rhyming *moods* and *goods*, nor do we quite approve of calling the gifts of heaven *goods!* We are so glad to welcome "Beetle" back, but he weighed in with a trick we dislike, thus: *Childhood saw naught in't but a wordy screed*, and *Old age tore't to pieces in a rage.* "Beetle" sends a curious verse he found, taken from a restaurant in Luxemburg:

Zwô' Katzen an Eng Maus,
Zwô' Fruen an Engem Haus,
Zwe Honn un Enger Schank,
De' Verstin sech sele Lank.

"Beetle" makes out all but the third line. We think it is Two men in one pub. What do our readers make of this puzzling rhyme?

"G. E. M." and "L. L." just missed being very good. Although we scarcely dare say it for fear of encouraging carelessness, we think they both laboured a little too much at their poems. "Sinister's" recent prize went to her head and brought out *reason* rhyming with *creation*. "D. S. S." knew we should miss the rhymes, so he closes with this graceful verse:

I dedicate these verses blank
To our dear Editor so frank,
I trow he'll use his blunt harpoon;
"The letter killeth" not so soon
When "words and sense" are both in tune!

"Landéville" made us laugh by choosing for his version the metre of *When shepherds watched*, and insisting on it in the manner of Sir Owen Seaman, thus:

Mankind received from Jupiter
A book (for so we're told)
With title REASON by MINER-
VA marked in letters bold.

We are also indebted to "R. L." for the ending:

No one of all the race could understand it.
Childhood saw words, and nothing saw beside;
Youth, the fair lure of laws defied;
The middle years, regret's uncleansing tide;
And fretful age tore out the leaves and damned it.

"R. L." adds: "I apologize for the liberty I have taken with the last line, but the words so accurately represent my feelings when I reached that point that I seemed able to think of nothing else."

We had many nice letters, too many to quote. But we are sorry "Itzehoe" thought we "upbraided" her specially; any apparently harsh comment was quite unintentional, but it may be that her general work leads us to expect so much from her. We assure her that we rank her in the very inmost circle of our esteemed competitors; moreover, if we think any work bad, we might quote the errors, but wild horses would not drag from us the name of the perpetrator.

This passing cloud was marvellously dispelled by a message from "Ex or," who calls our circle "our happy family." Thank you, "Ex or." We may add that kindly criticism is always a help, and we ourselves are often indebted to our competitors in this respect. There is one in particular—"Momus"—whose nice feeling for language keeps us thoroughly on the alert! There is also a non-competing friend of these pages, The Rev. Bishop of Pella, who is kind enough to inform us of anything that strikes him, and recently pointed out that the winning version of the Trois Belles passage contained the blemish *furtive* instead of *side-long*.

We are full of excitement at learning that "Emjay" is the Head referred to so often by Dan McCourt in his amusing sketches, and "Emjay" confesses to enjoying the sketches as much as we do. A great man is "Emjay." We agree with him about *sentiers d'eau* and think *water-courses* would have been better.

No space for more, and we regret not to be able to quote a charming poem written by "Bow-wow" in the metre of Matthew Arnold's *Youth and Age*, "Bow-wow" having cleverly pointed out the similarity between the two poems.

Our special thanks to "Winton" for writing out for us a list of French lyrical writers. But does this not indicate that there are sufficiently few for a list to be made? We cannot imagine embarking on a list of English lyrical poets, we should be so embarassed by having to make choice among so many. We greatly appreciate the later postcard giving us details of the study of French poetry. *Chanticleer*, by J. G. Legge.

A Prize of Two Guineas is offered for the best translation of the following passage from "Der Unsichtbare Sammlung" by Stefan Zweig. (Leipzig–Inselverlag.)

In dieser Verlegenheit kam ich auf den Gedanken, unsere alten Geschäftsbücher durchzusehen, um alte Kunden aufzustöbern, denen ich vielleicht ein paar Dubletten wieder abluchsen könnte. Eine solche alte Kundenliste ist immer eine Art Leichenfeld, besonders in jetziger Zeit, und sie lehrte mich eigentlich nicht viel: die meisten unserer früheren Käufer hatten längst ihren Besitz in Auktionen abgeben müssen oder waren gestorben, und von den wenigen Aufrechten war nichts zu erhoffen. Aber da stiess ich plötzlich auf ein ganzes Bündel Briefe von unserm wohl ältesten Kunden, der mir nur darum aus dem Gedächtnis gekommen war, weil er seit Anbruch des Weltkrieges, seit 1914, sich nie mehr mit irgendeiner Bestellung oder Anfrage an uns gewandt hatte. Die Korrespondenz reichte—wahrhaftig keine Übertreibung!—auf beinahe sechzig Jahre zurück; er hatte schon von meinem Vater und Grossvater gekauft, dennoch konnte ich mich nicht entsinnen, dass er in den siebenunddreissig Jahren meiner persönlichen Tätigkeit jemals unser Geschäft betreten hätte. Alles deutete darauf hin, dass er ein sonderbarer, altväterischer, skurriler Mensch gewesen sein musste, einer jener verschollenen Menzel-oder Spitzweg-Deutschen, wie sie sich noch knapp bis in unsere Zeit hinein in kleinen Provinzstädten als seltene Unika hier und da erhalten haben. Seine Schriftstücke waren Kalligraphika, säuberlich geschrieben, die Beträge mit dem Lineal und roter Tinte unterstrichen, auch wiederholte er immer zweimal die Ziffer, um ja keinen Irrtum zu erwecken; dies sowie die ausschliessliche Verwendung von abgelösten Respektblättern und Sparkuverts deuteten auf die Kleinlichkeit und fanatische Sparwut eines rettungslosen Provinzlers. Unterzeichnet waren diese sonderbaren Dokumente ausser mit seinem Namen stets noch mit dem umständlichen Titel: Leutnant a. D., Inhaber des Eisernen Kreuzes erster Klasse.

Initials, or a nom de guerre, *must be adopted by* ALL *competitors, but the prize-winners, and the competitors*

(Continued on page 778)

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While hackneyed topics should be avoided, the essays may be on subjects of the candidates' own choosing, or on others suggested in the course of their English reading by their teachers. They may be written specially for this competition, or as exercises presented in the ordinary course of school work. The themes should be such as lend themselves to literary, as opposed to merely scientific or technical treatment.

Quarto paper (say, 11 in. by 9 in.) should be used, and the writing should be on one side of the paper only, with a 1 in. margin on the left hand. Clear, legible writing is essential, and there should be a reasonable space (say, ½ in.) between the lines. The essays should not be longer than seven pages. They must be certified on the cover of the essay by the head of the school as being the *bona fide* original and unaided work of the candidates. The pages should be numbered and carefully fastened together.

Accurate grammar and spelling; clear and pointed statement; sound information; apt illustration; a reasonably wide vocabulary; logical development—are some of the qualities to be looked for in a good school essay. "Fine writing" should be avoided, but originality of thought, sentiment, or expression would be regarded as a distinct merit.

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3. The name and address of the Candidate's school;
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Parents' Councils

The organization of co-operation between parents and schools has developed much further in some countries than it has done in England. In this country the interest which parents sometimes evince in school activities is more often suffered than sought. The school may perhaps be thrown open to the parents on one day in the year, or an evening may be devoted to a meeting between the parents and the staff, but it is to be feared that all too often the general feeling of the staff after such a function is one of relief that it is over for another year. At the same time, parents are expected to support the school in various ways, to subscribe to school funds, to attend concerts and plays and so on. Any extension of their interest to school administration or to the academic side of school work is looked upon with suspicion and as an attempt to interfere in a matter which they do not understand.

It is interesting to inquire why it is that parents' associations have made such remarkable progress in other countries and are regarded as an important feature of the national system of education. If this progress was confined to countries such as the United States and the Dominions, new democracies building up their own educational systems and traditions, or like Russia, where everything is being made new, it would not be very surprising, but old countries like France and Austria seem also to have discovered the value of co-operation between home and school.

In the U.S.A. the impetus to the movement has come from the parents. There is a National Congress of Parents and Teachers with a membership of two millions. In the early stages the emphasis was on the material side, the provision of things for the schools, but it is claimed that the mental and spiritual side of the movement is now being developed. In Canada

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there is a Dominion Home and School Federation which has adherents in every province. In New Zealand about half the state secondary schools have parents' associations. In France nearly every school has a parents' association. They are recognized by the State and receive active support from the Ministry of Education. They are organized in a National Federation which covers the whole country and publishes a bi-monthly journal with a circulation of 60,000. The National Federation has three representatives on the Conseil Supérieur de l'Université, a body of great importance in French educational administration. Parents' associations in Holland show some interesting features. They are said to confine their activities strictly to educational questions, and parents' representatives are elected for each form separately, since questions of interest are different in higher and in lower forms. It is not surprising to find that in Russia every school has both a school council and a parents' council. The parents' council meets at the request of the head to discuss school problems and for lectures on all aspects of education and child life. Many schools arrange for small groups of parents to come and discuss educational problems with the school psychologist.

At the International Education Congress held at Oxford in August last, there was a Home and School Section organized by the International Federation of Home and School. Representatives from eighteen countries presented reports on various aspects of co-operation between home and school. In an address to the Federation, Madame Montessori stressed the position of the child as the central figure in this co-operation. She said that the child exists in two environments, that of the home, which is still modelled on the old Roman pattern with its parental authority, and that of the school, which is modern but which, although it always has the needs of the child in view, is influenced by adult conditions. In the family the child must become the type which its family chooses, in the school it must conform to an average type, and so in both environments it becomes a victim sacrificed to adult ends. Upon the school and the home working harmoniously depends the evolution, not merely of a better and happier child, but of the whole future of humanity. Probably not many parents' associations realize the full extent of the responsibility which Madame Montessori would lay upon them, but enough has been said above to show that in many countries there is a recognition that there are numerous ways in which co-operation between parents and teachers may assist the work of the schools.

What is the position in this country? The Assistant Masters' Association recently made an inquiry into the number of boys' secondary schools which had parents' associations. Out of about 1,300 schools in which the Association has members forty-two reported the existence of such an association. There is a Home and School Council of Great Britain to which fourteen of these associations are affiliated. The total number of affiliated associations is seventy and this number includes both elementary and secondary schools. There are, no doubt, associations which are not affiliated to the national body, but as there are about 23,000 schools on the Board's lists it can safely be asserted that in this country there is no general recognition of the value of parents' associations.

Contrary to what happened in the United States, where co-operation has been attempted in this country the initiative has come from the schools and not from the parents. Almost without exception the staffs of schools which possess associations are strongly in favour of them. The chief objections raised against them are that they would tend to interfere in the internal policy of the school, that they would tend to become mainly social and entertainment societies, that they would entail extra work on the staff and that parents are either unwilling to help or incapable of helping. Experience shows that these objections are not well founded and that the suggested dangers may be avoided by taking care in drawing up the constitution of the association.

The advantages claimed by their advocates fall under three headings, (*a*) educational, (*b*) social, and (*c*) financial. Under the first heading is the claim that they help to bring about that closer understanding between parents and teachers which is necessary to guard against the danger to the development of the child which lies in the conflict between parents and teachers. It is contended that knowledge of the parents, their personality, interests, and outlook, helps teachers to understand the children. Very valuable assistance may be given, especially in secondary schools, in the matter of careers, both by arranging lectures and discussions and by forming advisory committees or appointments boards. Some associations also arrange lectures and discussions on educational subjects. The advantages to the parents must not be overlooked. They gain a much better knowledge of the work of the school as a whole, not merely as it affects their own child, and this is reflected in their attitude toward education generally.

The social side of the work is important in keeping the association together and is of advantage to both sides, but it should be subordinate to the other objects.

Many amenities have been provided for schools by money raised by parents' associations. Among these may be mentioned scholarship funds, swimming baths, prizes, cinema equipment, camping and sports equipment, a travel fund, a benevolent fund, &c. It is sometimes objected that it is the duty of the school authorities to provide these things. No matter how enlightened and generous an authority may be, and some of them leave much to be desired in these respects, there are many things which, though not strictly necessary, are desirable and useful accessories to a school's equipment and which the authority would not be prepared to provide.

There are probably few schools where the help of the parents is not occasionally asked for. If this occasional co-operation is found advantageous how much more effective it might be if it were organized. This, at least, is the conclusion which many countries have reached, and it is significant that where parents' associations have been tried they have rarely been given up. It might be wise for schools in this country to give the matter their careful consideration.

The English Monarchy is the title of a Jubilee Chart, which has been produced by Messrs. J. C. Eno, Ltd., 160 Piccadilly, London, W. 1. The chart, which is printed in full colours on a varnished paper, measures 30 in. by 40 in. It depicts the English Monarchy from Alfred to H.M. King George V. As from Richard II, authenticated paintings have been reproduced, but before that period effigies from tombs, coins, or MSS. are given. It is a valuable chart for schools, and is priced at 2s. per copy.

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Occasional Notes

The Election.

NOW that the General Election is over and the National Government is returned with a very comfortable majority, it will be in a position to put into force the educational proposals which were elaborated in some detail a few weeks ago. While the proposal to raise the school age is generally welcomed, there is considerable hardening of educational opinion against allowing any exemptions, which would, it is felt, largely nullify the effect of the measure. On the other hand, it is agreed that to increase the number of State scholarships and the value of individual scholarships, to remove existing restrictions in respect of the entry of pupils to secondary schools, to improve facilities for technical education, to develop further the school medical service, and to provide nursery schools and facilities for physical training will all be welcome reforms, even though they do not go so far as some ardent educationists would desire. We have often wished that educational legislation could be carried out on non-party lines. While present political conditions may make this a matter of some difficulty it should not be out of the question to find agreement on immediate steps which, while removing present abuses, will pave the way for larger reforms in future. We hope that the new Parliament will put something to its credit in this respect.

London University Election:

SIR ERNEST GRAHAM-LITTLE'S return for London University was fully expected in view of his long and varied services to the University. His opponent, Sir Norman Angell, was handicapped as a carpet-bagger; for is it not almost a negation of university representation if a university cannot find one of its own graduates qualified for its representation? Nominally a Labour candidate, Sir Norman Angell satisfied high tests of personal competence, not least outstanding being his award of the Nobel Peace Prize. The Liberals not only refrained from putting forward a candidate but advised support of Sir Norman Angell, a melancholy conclusion of a long tradition with its memories of "Bobby" Lowe and John Lubbock, its first two members, both elected as Liberals. Sir Ernest Graham-Little's majority suffered a reduction from 5,327 to 5,040, notwithstanding an increased poll from 11,595 to 12,876.

Reduced Majority.

HOW are we to account for Sir Ernest Graham-Little's reduced majority? Apart from official Liberal support, the Labour Party's criticism of Sir Ernest's university policy may have contributed to some loss of votes. His opposition to the Bloomsbury site and to the reconstitution of the University achieved by the Act of 1926 may be overlooked, as he is now reconciled to both policies. More serious was his attack on academic freedom in relation to the London School of Economics. It is a serious thing to suggest that a school affiliated to the University should have its income from official sources reduced by the action of the University on account of views expressed by one of its professors, in this instance Prof. H. J. Laski. If the University appoints professors of political science, it seems reasonable that they should study and discuss the possibilities of revolution in various parts of the world.

Private Schools.

WE were glad to notice, in the Education Officers' Notes of the *School Government and Education Review*, a reminder of the fact that nearly five years have now elapsed since the first meeting of the Departmental Committee on Private Schools, together with a plea that its recommendations should now be implemented. "Now that financial conditions are favourable, local education authorities and their officers, through their respective associations, might with advantage, and perhaps with success, call upon the Government to act in the matter. The valuable work of the Departmental Committee will have been wasted if its sound and moderate recommendations are to be indefinitely ignored and its report conveniently forgotten until it can be condemned as uselessly obsolete." It is pointed out that, as all our readers know, efficient private schools have nothing to fear from inspection—but there are others. We are pleased to see the opinion expressed that in one respect any regulations which it may be possible to impose should go beyond the recommendations of the Departmental Committee. "Every school should have at its head a member of the Royal Society of Teachers. The Executive Council of that Society is representative of the whole teaching profession, including independent and private school teachers. Assuming that the standard of qualification required for registration remains as a minimum and is not progressively raised until it can no longer serve as such, the demand is reasonable and moderate."

University College, Cardiff.

IT is a welcome if unusual thing for any one of the four Welsh University Colleges to report a financial surplus on the year's work. This is the good fortune of the largest College, Cardiff, according to the Principal's annual report, which he has just presented to the Court of Governors. After describing developments in the new school of Theology and the expansion of the affiliated College of Domestic Science, Principal Rees reported that the Mining Department is now to be removed to a site near the Treforest School of Mines, and thus mining instruction in South Wales, the largest coalfield of Britain, will at last be fully co-ordinated. The Principal also referred to the need for more hostel accommodation for men (in which the Church in Wales has now taken the lead), but apart from the provision of a Church hostel, there is no sign that this long delayed reform is any nearer accomplishment. It is commonly acknowledged that the University must concentrate on developing the quality of its students rather than on increasing their numbers, but unless the broadening social and cultural influences of residence in College halls are rendered available for the great mass of day students, the danger will remain that quality lags behind quantity.

Matriculation no more.

THE Northern Universities Joint Matriculation Board has now issued the Regulations stating the qualifications which will be required from students wishing to enter upon degree courses at any of the five Universities which constitute the Board. On and after December 1, 1937, the Board will not award Matriculation Certificates on any of its examinations and a Matriculation Certificate will no longer entitle a student to enter upon a degree

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course at any of the constituent universities. The normal requirement for entry will be the possession of a School Certificate together with either a Higher School Certificate or a certifying letter that the candidate has passed at one and the same Higher Certificate examination in four subjects at or above the subsidiary standard. These must be chosen from at least two of the three groups into which the subjects are divided. Apart from certain Faculty requirements, the only condition laid down with regard to the School Certificate is that it must not have been awarded on the lower standard in either Group II or Group III. The School and Higher School Certificates awarded by the seven other examining bodies are given equal recognition and certain other certificates will also be accepted as School Certificates. This is a welcome reform and if the example is followed by other examining bodies it ought to obviate much of the criticism which has been levelled at the First School Examination. So far as the N.U.J.M.B. is concerned the word "Matriculation" will disappear altogether, except from the title of the Board.

THE International Bureau of Education at Geneva has recently issued a volume which contains reports furnished officially by the principal countries in the world on their educational systems during the year 1933–4. A striking feature of these reports is the large increase recorded in the number of secondary school pupils, though some countries, including France, Turkey, and Denmark, are endeavouring to make admission more difficult. But in the United States five million out of eight million children of appropriate age are attending secondary schools, and in Belgium there was an increase of 25 per cent within two years. "Economy" seems to be slowly subsiding and in a good many countries educational expenditure increased substantially. The leaving age was raised to 16 or 18 in some areas of the United States, and Poland and Bulgaria reported a large increase in the school population. The tendency to adopt educational reforms appears to be very widespread, though this sometimes goes hand in hand with efforts to centralize control and to foster what is called national spirit. The volume seems to be one from which we may learn both what to admire and what to avoid.

World Education.

WE are glad to note that the opinions we have from time to time expressed regarding day continuation schools have lately received support in two influential quarters. Mrs. Lowe, the Chairman of the London County Council Education Committee, pointed out in a letter to *The Times* that there was no conflict between the ideals of raising the school-leaving age and maintaining a system of continuation schools. She also said that those who were working for this reform were deeply conscious of the physical, moral, and intellectual immaturity of the children at that critical period (14 years) of their lives, and they believed that the delay of a further year before entering industry was good for the children, good for industry, and good for the community. Again, the Rt. Hon. H. A. L. Fisher, making what he called a practical suggestion to his old friends in Sheffield during the Education Week recently arranged in that City, said he would like to see Sheffield, with all its great traditions, leading the way in bridging the gulf between school and work. He regarded this as a most important aspect of the problem of education and he would like to see them arrange a plan whereby adolescents could remain under educational influences during some part of their working time every week and eventually every day. "Raise the age to 16 and provide continuation schools up to 18" is a programme that would win the support of very many—and probably the majority—of educationists.

Day Continuation Schools.

THE School Age Council has been asking some very pertinent questions about the educational programme of the Government. It will be remembered that one of the chief points in this is that the leaving-age shall be raised to 15, but that exemption may be granted by the local education authority if "beneficial employment" is in prospect. Will it, asks the Council, be permissible to refuse to grant any exemption on the ground that it is not beneficial to children of 14 to be employed? Again, may exemptions be refused for the principal local industries on the ground that employment in them is not beneficial? And will it be open to refuse exemption for what is known as blind-alley employment? If the local education authorities act independently, will there be any action to secure uniformity of policy, and if not, how will differences be overcome? One authority might grant exemptions liberally, and another only in exceptional cases. Suppose maintenance grants are given in respect of children of 14–15, will such payments rank for grant? It has been stated that preparations will be necessary before an Act can come into force. Will a date be fixed by which authorities will be expected to complete their preparations? These searching inquiries will have to be answered. The more we consider the question the stronger becomes our opinion that the better plan would be to raise the age without any exemptions and exceptions whatever.

"Beneficial Employment."

SIR WALTER MOBERLY, in opening a new boarding house at Mill Hill School, remarked on some of the criticisms that had been made of public schools. The education received in public schools, he said, gave boys a certain spirit of mutual trust which continued through after-life and was an unwritten law. One lived with a large number of other people at close quarters, and education on its moral side was largely the learning to adapt oneself to others and make concessions to others which were necessary for a decent life. Suppose some one said they recognized that England's public schools had stood for fine things in the past, but that their day was over and they must disappear in democracy. The answer as to how far that was true would depend on the schools themselves. Much depended on whether they were going to keep themselves apart, as a class by themselves, or whether they were going to open the doors to other people. If they remained a class apart from others then he thought public school teaching merely a farce; but if they took the other stand, then they would render greater service in the future than in the past. This view, which appears to be largely that of Dr. Norwood, is, we think, being increasingly held by those who still have faith in the future of public schools, and represents a fair compromise between those who see nothing wrong in the public schools as they are and those who, like Prof. Tawney, would abolish them altogether.

Future of Public Schools.

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Tibbey Memorial.

THE first Tibbey Memorial Lecture, established by the Association of Head Teachers, in memory of the late Mr. T. G. Tibbey, was delivered by Dr. Ballard at the Institute of Education. Tibbey's services to education, as Dr. Ballard said, were national rather than local. He put into practice as a pioneer his belief in freedom in education and through his writings spread the gospel *in partibus infidelium*. A consistent advocate of experiment and research in education, he was not destined to see the establishment of the Council of Educational Research by the Royal Society of Teachers, but he took an active part in the preliminary negotiations. "His co-workers in every field speak of him with cordial affection and pay liberal tribute to his high courage, his lofty ideals, and his unwavering friendship." It is fitting that his name and work should be kept in memory and that annual memorial lectures should expound the principles represented by his life and work.

Sunday Schools.

THE bi-centenary of the birth of Robert Raikes, founder of Sunday Schools, has been celebrated. He started the first Sunday School in Gloucester in 1780. With the growth of the movement, there were in a few years 65,000 scholars in more than 1,000 schools. The education provided was secular as well as religious, and the system bears eloquent testimony of the educational nakedness of the land before Lancaster and Bell began their great work of establishing day schools. In his first Sunday School, Raikes employed four women as teachers, paying each of them one shilling per Sunday. The chief object of the schools was to teach children to read, especially holy writ; there was a strong prejudice against writing, a prejudice as old as the Druids who thought the art of writing would weaken the memory. Neither writing nor arithmetic was allowed to be taught in the Sunday Schools. Corporal punishment was avoided as far as possible. "Founder of the Sunday School" is Robert Raikes's proud title.

Secondary Teaching in Italy:

CONDITIONS over which English teachers would do well to ponder are revealed in an article by Mr. John Brown (author of *I was a Tramp*), in the *A.M.A.* for November. With official permission, Mr. Brown visited the headquarters of the O.N.B.—*Opera Nazionale Balilla*—and saw the leaders, many of whom had taken part in the March on Rome. The training given in the O.N.B. is admittedly of a military nature, and it has a membership of nearly 2,000,000 boys between 8 and 14 and about 500,000 between 14 and 18. These are organized in 1,771 legions, some of which are equipped with rifles. Mr. Brown was at pains to discover what was the feeling of the masters toward the new organization. He found that some objected strongly to continual encroachments on their responsibility and the rapid militarization of the schools, though a number of the younger teachers were enthusiastic. On the whole, there was considerable dissatisfaction among secondary school teachers—not surprising when it is known that the pay is definitely poor and the holiday periods shorter than in England. The salary in Calabria and Sicily is often under £1 a week and in Liguria only twenty to twenty-five shillings. This is compensated for by "improved social status." Moreover a teacher's allegiance to the régime is rated as of much greater importance than his capacity as a teacher or his academic record.

General Conditions.

IT seems that encroachments have been made gradually, and all effective opposition has been rendered impotent in advance. Warlike emblems abound in the schools, and there is great emphasis on aggressive patriotism. Sometimes the leaders carry out extra duties in the hope of promotion, and not through any love of militarism. The many teachers who hold pacifist views find themselves in great difficulties. More and more the teacher is being brought under centralized control. His pay and hours of work are frequently interfered with, and his private life is invaded by "advice" urging early marriage. There are many calls on his spare time; for example, he has to take part in planning excursions to places of Fascist culture. There is something, however, to be written on the credit side—the provision of new schools in the north, the conversion of old palaces to educational uses and a greatly extended provision for the physical training and health of the children. Little can be done, at national congresses, to voice dissatisfaction, as critics have found to their cost. The moral seems to be that dictatorships of any kind lay a blight upon education which is destructive of all real freedom, and that we should beware, even in this country, of allowing too much centralized control. Any endeavour to make the schools reflect the opinions of the particular party in power must be strenuously resisted.

"Adopting" Steamers.

THE London County Council has given its approval to an interesting experimental scheme aimed at assisting the teaching of geography. Through the good offices of a firm of steamship owners, four tramp ships have been "adopted" by four schools, two elementary and two secondary, and each school has been put into direct touch with the captain and officers of the adopted ship. By means of direct correspondence between the personnel of the ship and the school, the pupils have been enabled, under the guidance of the geography master, to follow the ship's route, to study trade routes, ports, and countries visited, and to obtain first-hand information regarding trade and the destination and sources of exports and imports. In its preliminary stages the scheme has proved very successful, and it is proposed to extend it beyond the present experimental stage. This will involve setting up a central office organization to act as a clearing house for distributing letters, forwarding reports, and so on. About 800 ships will probably be available, so that for some time to come the scheme can be worked on the basis of one ship for one school. Each school taking part will pay a small annual subscription, and the Council will support it financially to an extent not exceeding £200 a year. The scheme appears to us to be an excellent one, likely to be very useful in making geography a live and practical subject.

AT a recent meeting of the Scottish Branch of the British Psychological Society, Mr. J. L. Hardie, Senior Principal Assistant to the Education Officer for Edinburgh dealt with the assessment of teaching skill. It had long been felt, he said, that the assessment of teaching ability had been too subjective in character and

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had depended on too many variables to make it an accurate prediction of teaching success. In spite of many investigations and a good deal of patient research the problem was not only still unsolved, but little definite advance had been made toward its solution. Most researches had confused the issue from the beginning in that they failed to distinguish between teaching ability and teaching capacity. Capacity was potential rather than actual, was largely inborn, and depended little upon the actual experience. Ability, on the other hand, depended on practical experience. In the case of prospective teachers undergoing training the assessment must be one of capacity; with experienced teachers one of ability. These differences must be reflected in any proposed assessment scale Most researches were attempting to measure ability in three different ways at one and the same time, and naturally this led to a confused result. In the first place, the teacher's ability might be estimated by measuring the achievements of his pupils, a far from satisfactory way in the absence of suitable attainment tests. It might also be estimated by a study of the teacher's technical skill. This is the normal method of the Training College, but in the absence of a scientific rating-scale it becomes dangerously subjective. The third method would take cognizance of the teacher's attributes and qualities. It would be difficult, however, to correlate these with teaching success. Perhaps the second of these offered the most hopeful chance of solving the problem.

Assessment of Teaching Ability.

AT a recent meeting of the Roxburgh Education Committee, the wisdom of appointing local in preference to outside candidates gave rise to an interesting discussion. A waiting list of eight graduates and eleven non-graduates had been prepared, and of the non-graduates only two belonged to the county and both were well down the list. One of the members took strong exception to this arrangement, alleging that most education committees confined appointments to their own students, and that he could see no reason why Roxburgh should be different from other counties. In the discussion which followed, it became evident that the majority of the members preferred that appointments should be made on merit alone and that only in the case of an actual equality of attainment should the local candidate be allowed the advantage. The Convener of the County Council, Mr. Bertram Talbot, said that it had been their principle that natives of the county should have no special preference. He regretted deeply the fact that other education authorities confined their appointments to natives. He could not see anything more likely to restrict the real efficiency and vigour of a teaching staff than a thing of this kind. Let them go out into the open market and choose the best, irrespective of local influence. It would be well if all the Scottish authorities were to act in this matter as sensibly as Roxburgh has done. There are few counties that have such a well-selected staff. It does not make for progress if teachers are encouraged to spend their whole professional life in the district where they themselves were educated.

Educational In-breeding in Scotland.

WHETHER or not, as Carlyle suggested, the best university is a library of books, our universities and colleges recognize the importance of libraries. Preliminary plans and drawings for the new Bodleian building in Broad Street, at Oxford, have been made by Sir Giles Gilbert Scott. The new library for London University is approaching completion on the Bloomsbury site, as the coping of the great building designed by Mr. Charles Holden. At Leeds the Brotherton Library, containing many rare books and valued at well over £100,000, has been handed over to the Chancellor of the University. At Southampton University College, the Duke of York has opened the Edward Turner Sims Library, at the same time offering his congratulations on the completion of a Hall, to be called Connaught Hall, one of the halls of residence. A new and imposing entrance has also been provided.

New University Libraries:

ANY fear that the new Bodleian Library would be an eyesore in a wonderful city will be set at rest by a perusal of the description of the proposed building published in *The Times*. Necessarily it is a large building, for it is to contain 4,900,000 books stacked in the middle and surrounded by a range of rooms on three floors. There is no fear here of sky-scraping. A three-deck basement is also to be provided. Frontages are set well back and there will be two main entrances for students. The architect has made the Broad Street frontage parallel to the Clarendon building and the effect, we are assured, will be "to give a more spacious effect to the eastern end of that street." There is to be a well-lighted reading room for eighty readers on the first floor with twelve research rooms, six above and six below. The greatest height is modest in relation to neighbouring buildings.

New Bodleian Library.

NO more impressive inauguration of an appeal for the rebuilding of a college could be imagined than that at the Mansion House on behalf of Birkbeck College, presided over by Sir Stephen Killik, the then Lord Mayor, an old student of the College, supported by the Duke of York, President of the College, accompanied by the Duchess, by the Archbishop of Canterbury (Dr. Lang), and the Vice-Chancellor of the University of London (Dr. Eason). The cause of Birkbeck was eloquently pleaded by all these speakers. Both Archbishop and Vice-Chancellor spoke with conviction of the benefits Birkbeck has conferred on the community. Its history is interesting, for it was established in 1823 as the London Mechanics Institute for the scientific education of a race now extinct, the *élite* of the industrial revolution. Birkbeck has shown wonderful powers of adaptation to changing needs, and it is now a University College for part-time students who work in the daytime and study in the evening.

Birkbeck College:

THE present buildings of the College being inadequate for this purpose, the University of London offered the College a site within the University site in Bloomsbury, a signal honour for the College. Acceptance of the offer involved raising a large building fund, estimated at £250,000. Sir Stephen Killick announced that about half of this large sum had already been promised. The late Prime Minister, Mr. Ramsay MacDonald, who was for some years a science student at the College, strongly supported the appeal. He congratulated the College on its 1,200 men and women who were pursuing university

Rebuilding Plans.

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studies in the evening, and especially on the 200 post-graduate research students whose work in many instances would find industrial applications. An outstanding example of which the College should be proud is provided by Gilchrist Thomas, an old student who discovered the method of eliminating phosphorus from iron ore, a discovery of great economic importance.

University of Rome.

A NEW University City of Rome has been inaugurated with impressive ceremony. It covers an area of forty acres, the new buildings being mainly institutes for separate subjects—hygiene, chemistry, physics, mineralogy, mathematics. Rome is not a historic university centre but the co-ordination of its resources for higher education was an overdue reform, not the least valuable of those accomplished under the Mussolini régime. "Taken as a whole," *The Times* correspondent observes, "the University City must be judged a remarkable product of modern Italian architecture." The conception of a University City goes back for fifty years. Thus will Rome be able to take its proper place with Vienna, Paris, Berlin as the home of a great University. It has added to its grandeur and postponed the day of its fall. "And when Rome falls—the World," as Byron said.

Church Schools in Wales.

AT the last meeting of the governing body of the Church in Wales, a resolution was moved approving of the work of the National Society for the Furtherance of Religion in all spheres of education, deploring the loss of a number of Church schools in Wales, and urging managers to preserve the schools that remained, and to make adequate provision for senior schools. An amendment was put forward in favour of negotiations with local education authorities with a view to facilitating re-organization in accordance with the Hadow Report, thus keeping Church schools within the national system of education. The amendment was lost by a considerable majority and so the official policy of the Church in Wales is proclaimed to be primarily to make its own provision for the education of children between the ages of 11 and the school-leaving age. Speakers for the motion pointed out that in Cardiff only 4,000 out of 30,000 pupils in public elementary schools were in Church schools, whereas the Roman Catholics had 5,000 children in their own elementary schools, had two secondary schools, and a vigorous preparatory school, and were building their future entirely upon their schools. It was urged that in this matter a religious atmosphere was vital and that this could not be secured in establishments where the religious teaching was "undenominational and indefinite." One speaker urged that a sum of £5,000 should be voted in aid of the policy set out in the motion. Assuming this sum to be intended only as an aid to local Church effort and even assuming a new Education Act permitting or even compelling grants from local education authorities in aid of Church schools in Wales, how can this meagre sum possibly provide for a really worthy scheme of Church senior schools throughout the whole of Wales?

Mr. Oliver Stanley In South Wales.

THE President of the Board of Education has recently been getting first-hand experience of educational provision and problems in South Wales, and his public speeches, as he has gone his rounds, have been of unusual interest and importance in that they have brought into prominence the tremendous problems, and the courage and initiative displayed in dealing with them, of local education authorities in industrially depressed areas. In one of the Rhondda Valleys he saw a new nursery school only just established by the education authority in an area which was almost dead industrially and in which most of the breadwinners are on the dole. It may well be that this experience has had its influence on the recent unusually definite pronouncement of the National Government on a new, and apparently sincere and vigorous, policy for the establishment of nursery schools and classes. In Merthyr he praised particularly the courage shown by the Education Authority in maintaining a vigorous secondary school policy despite the lack of suitable openings for employment for the ex-pupils of such schools. He must have been impressed by the skill and courage with which secondary schools there were maintaining a high standard of scholarship, character-building and civic and social training in buildings often inadequate and with pupils whose parents were, surely, making the maximum of sacrifice for a future gain which, from the point of view of material advantage, must seem to them extremely doubtful. He has probably gone back to the Board wondering what can be done for the thousands of highly qualified young people who leave the secondary schools of Wales at 18 years of age each year—many of them with the certainty of facing years of enforced leisure.

Euchorics.

AT a demonstration of Euchorics at Cecil Sharp House, Dr. L. P. Jacks advocated the new subject as necessary in the education of every human being. To give balance, poise, and self-control of the minds both of young and old, the movements of the body must be in order. "If we want to teach young people to think sanely and to act wisely we must begin by teaching them how to move correctly." But is not this the principle underlying "eurhythmics," a method which can claim precedence, having been taught in this country for some twenty years? Euchorics, we understand, began nine years ago. The Acton-Bond School of Drama and Euchorics has developed it from a simple method of learning prosody into the extraordinary rhythmic training which it is to-day. Its aims, like those of eurhythmics, are to achieve balanced individuals "whose intellectual, physical, and emotional qualities work in harmony with each other."

Series Articles, 1936.

A SERIES of articles under the title, "Selection of Class Books" will begin in the January number and continue throughout the year. Mr. T. Raymont, formerly Warden of Goldsmiths' College, will write the introductory article for January. Each of the following articles will deal with a particular subject or group of subjects in the curriculum. Consideration will be given to the use of class books for pupils of particular ages, the principles governing the selection of books and their application, the method employed in keeping in touch with the issue of new books, the limitation of expenditure, and other points of practical interest.

Although no definite figures have been announced as to the cost of the new Birkbeck College building, it is understood that it will amount to £200,000 to £250,000.

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Christmas Books, 1935

GENERAL Elections come and go, but the output of Christmas Books goes on for ever, or so it seems. The red-handed pirate is much too busily occupied in endeavouring to counter the schemes of the daring cadets who will presently thwart him to bother with New Deals; the cunning crook and the clever detective dodge each other quite regardless of Sanctions; and the schoolboy of fiction always seems to have a kind uncle who makes him independent of the Means Test. Perhaps it is just as well.

For older boys and girls we should certainly pick out J. B. Priestley's *English Journey* (Heinemann), a cheap edition of which is now available. It is a book to read more than once. Many, too, will treasure an illustrated edition of *The Mirror of the Sea*, by Joseph Conrad (Methuen). *Mary of Nazareth*, by Mary Borden (Heinemann) has also been reprinted. For girls (and perhaps their brothers will not be too proud to read it) we can recommend *Educating Joanna*, by R. M. Goldring (Burns, Oates & Washbourne), an interesting tale of life in modern Oxford among undergraduettes. We have derived considerable enjoyment from *A Visit to America*, by A. G. Macdonell (Macmillan). It is a vivacious and often humorous account of things seen, and shrewd criticism is not lacking, such as "Taxis and legs save minutes that minds do not seem to know what to do with." And this seems to be the place to mention *Edison: his Life, his Work, his Genius*, by William Adams Simonds (Allen & Unwin), a competent and most interesting life of the great inventor, illustrated from photographs, documents, and letters. *Ships, and How They Sailed the Seven Seas* (5000 B.C.–A.D. 1935), by Hendrik William van Loon (Harrap), deserves special attention. The eminent author regards the history of navigation as a story of human martyrdom. His account of the treatment meted out to sailors throughout the ages is not a pleasant one, but his burning sympathy for the oppressed and his wide knowledge make the book one to be reckoned with. It is, moreover, very informative in a general sense and fully illustrated.

Those who remember *Nansen of Norway* will be glad to note that Mr. Charles Turley has written *Roald Amundsen, Explorer* (Methuen). When real adventures like these can be read about, why invent imaginary ones? An unusual book, likely to prove very attractice to young explorers, is *South Country Secrets*, by "Euphan" and "Klaxon" (Burns, Oates & Washbourne). Some children born in South Africa visit many places in Southern England, and their experiences, recounted in a chatty way, should make others wish to follow in their footsteps. "Euphan" has also published *The Seventh Daughter* (Burns, Oates & Washbourne), a collection of the pleasing poems that have appeared in *Punch* and other journals, with some charming decorations by Ernest H. Shepard. *Regency Buck*, by Georgette Heyer (Heinemann), is a novel of the time of Beau Brummel. Owing to the death of Lord Worth, the two girls Judith and Peregrine find that they are the wards of his son. The book deals largely with sparring between Judith and Lord Worth, who, however, saves her brother's life and marries her in the end. We can recommend this. An edition of *The Little Bible* (Oxford University Press), printed on larger paper and furnished with sixteen colour-plates and other illustrations, will be valued as a lasting possession.

The adventure stories offer a wide choice. Major Charles Gilson is well to the fore with six tales all published by the *Boy's Own Paper* office. In *The Scarlet Hand*, Travers Humphreys and Jack Halliday are captured by a sinister secret society, but triumph in the end after many perils. *The Lost City* is about a charm in the form of a scarab, and tells how a professor of ancient history drifted into all kinds of adventures. *The Silver Shoe* introduces a Chinese secret society which has one object—China for the Chinese and death to all foreign devils. *The Realm of the Wizard King* transports us to Central Africa, and is another exciting story of cruelty, romance, and mystery. *The Mystery of Ah Jim* tells of the Chinese underworld and piracy in eastern seas, and *The Fire-Gods*, a tale of the Congo, contains a white wizard, a hidden river, and other appropriate ingredients.

Biggles Flies East, by Captain W. E. Johns (Oxford University Press), is a war-time story of an officer in the Air Force who is mistaken for his double (recently cashiered) by a spy. He experiences many exciting moments and hairbreadth escapes in endeavouring to deceive the spy and work for his country. *Biggles Hits the Trail*, by the same author (Oxford University Press) contains the story of an investigation into almost magical activity, the cause of which is discovered to be a radium deposit in a Tibetan mountain. Improbable enough, but does that matter?

The Treasure of Pirate's Island, by S. Walkey (Sheldon Press), is modelled on *Treasure Island*—indeed, a famous character from that book appears here under another name, by permission of course. The tale is good of its kind and will be eagerly devoured. In *The Lost Crown of Ghorpora* (Blackie), Major J. T. Gorman takes us over to India, and uses his knowledge of the country in constructing athrilling yarn.

Epic Tales of Modern Adventure, by T. C. Bridges and H. H. Tiltman (Harrap), is an excellent addition to a famous series. These records of what explorers and travellers have endured and achieved in the cause of knowledge deserve the widest popularity. *Charmed Lives*, too, by Stanley Rogers (Blackie) is another fine collection. *No Greater Love*, for example, is a very moving story. *The Chronicles of Jerry*, by Lawrence R. Bourne (Oxford University Press), is about a boy who, though troublesome at home, makes good at sea. In the course of many adventures he recovers some diamonds and receives a handsome reward.

Hammered Ship-Shape, by Clew Garnet (Methuen), is a good story of a boy who is sent to sea at the age of 12 as an apprentice. As a record of real experiences in the old days the book is worth reading. Another outstanding tale is *The House of the Spaniard*, by Arthur Behrend (Heinemann). It is a modern story based on the republican movement in Spain, and grips the reader from the start. The large clientèle of Percy F. Westerman will enjoy *The Red Pirate* (Blackie). It is properly villainous and crowded with exciting events. Another thriller by the same writer is *The Call of the Sea* (Blackie), in which British boys perform doughty deeds in Brazil and elsewhere.

Browne's First Case, by Michael Poole (Oxford University Press), may be recommended as a clearly-written detective story. Jim Fanshaw learns that his father is suspected of fraud in connexion with the insurance company of which he is a high official, and (under another name) he joins with a friend in helping to establish his father's innocence. *The Conspiracy of Silence*, by Frances Cowen (Sheldon Press), is a thriller about a wonderful noiseless contraption which gangsters would have used to destroy a train had they not been foiled by two schoolboys. *Dallenger of the Police*, by Robert Harding (*Boy's Own Paper* office), contains seven adventures of the kind that boys will love.

How does *The Boy's Own Annual* (Religious Tract Society) manage to keep up its interest from year to year? Here is Volume LVII, edited by G. J. H. Northcroft, and it is full of good things. We find the same features we used to enjoy forty years ago, together with new articles that deal with modern interests. Long and short stories and interesting and informative articles jostle each other in this fine annual. Long life to it! *The Girl's Own Annual* (Religious Tract Society), born a year later, is equally attractive to what used to be called the gentler sex. It is edited by Gladys M. Spratt, and contains stories of adventure, mystery, and school, together with articles on handicrafts, hobbies, science, sport, and travel.

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Blackie's Boys' Annual (Blackie) is also good. The stories are exciting and not too long, and altogether this favourite publication keeps up its reputation. *Blackie's Girls' Annual* (Blackie) will find many eager readers of its healthy and breezy tales, and should please its usual clientèle mightily. The Annuals published by the Oxford University Press make a good show. *The Oxford Annual for Boys*, edited by Herbert Strang, is now in its twenty-eighth year, and has a powerful list of contributors, including Gunby Hadath and Major J. T. Gorman. In the corresponding *Oxford Annual for Girls* we note an interesting account of a girl's climb in the Canadian Rockies and other articles by favourite authors. Then we have *The Oxford Annual for Scouts*, edited by Herbert Strang, containing plenty of material that will please younger boys, and *The Oxford Annual for Children*, bearing its twenty-three years well, should keep the youngsters quiet and amused. *The School Boy's Annual* and *The School Girl's Annual* (Religious Tract Society) provide the usual tales of school life, sport, and adventure, and *The New Empire Annual*, edited by M. Marshall, covers a very wide range of interest in its articles on life within the Empire. It is, moreover, very attractively produced. *The Tip-Top Annual* (Epworth Press) is a very bright and cheery volume. There are articles on Wood Folk and Woodland Secrets, several fairy tales, and some Bible stories, as well as a large number of miscellaneous contributions. *Little Dots* will, as usual, please the babies.

Boys especially will welcome *The New Book of the Air*, edited by Howard Leigh (Oxford University Press). The list of contributors, among whom are Sir Harry Brittain, Flight-Lieutenant H. M. Schofield, Sir Alan Cobham, and Air-Commodore J. A. Chamier, is impressive, and the articles, dealing with every aspect of flying are of absorbing interest. There are twelve colour plates by Howard Leigh. And both boys and girls with inquiring minds will find *The Wonder Book of Tell Me Why*, edited by Harry Golding (Ward, Lock), much to their taste. Questions are asked and answered dealing with astronomy and natural phenomena, botany, physics, chemistry, geology, physiology, machinery, and zoology, and the book is illustrated in the lavish style we associate with this series. A cheap edition of *Concerning the Habits of Insects*, by F. Balfour Browne (Cambridge University Press), is a splendid Natural History book—the outcome of Christmas lectures at the Royal Institution some years ago. Another cheap reprint from the same publishers is *Music and its Story*, by Robert T. White.

Ask Me Another is a substantial volume containing 3,000 conundrums and their answers. It is edited by Max Gilbert Frost and published by T. Werner Laurie, and it seems to contain all the old riddles and many that are new.

Now for the stories for girls. *Pioneer Pat*, by Ethel Talbot (Ward, Lock), is a pleasant story of a girl who finds that the £20 she was going to use for secretarial training has been taken from a railway carriage seat by mistake. She is, of course, dismayed by this, but goes to help in a bookshop out of kindness to the old woman who is "carrying on" for the sake of her son in hospital. The £20 turns up later. *The Golden Girl*, by Edith A. Wendon (*Girl's Own Paper* Office), is a school story, perhaps rather too improbable. *Sybil Makes Good*, by Marjorie W. Newman (Sheldon Press), is breezily written. Sybil's interest in the Guides causes her work to suffer, and she has to leave them for a time, but afterwards retrieves her position. *Anna of the Tenterford*, by Bessie Marchant (Blackie), tells of life in British Columbia, where Anna and her two boy cousins have a number of adventures, some connected with gold digging. *The Sole Survivor*, by Theodora Wilson Wilson (Religious Tract Society), introduces Edward Moorsom, a boy of 10 who is just off to school. Edward fails to win a scholarship and goes into business which takes him to Jamaica. The ship catches fire but he is saved. In the background is Mr. Franks, who means to cheat Edward, but all comes right in the end.

The Head Girl at Wynford, by Winifred Darch (Oxford University Press), is rather an unusual school story. Nicola is the head girl, and her people, who are not well off, have taken paying guests. The daughter is sent to the school, though she thinks it rather beneath her dignity. After a derogatory article has appeared in the local paper, Nicola retrieves the fortunes of the school by staging a play at the Town Hall. *The Lower School Leader*, by Veronica Marlow (Oxford University Press), tells what happened when the entire running of a school was transferred from the shoulders of the staff to the girls themselves.

A few books seem to suit the "betwixt and betweens." *The Green Island*, by Karin Michaelis (Allen & Unwin), is another tale by the author of *Bibi*. One morning the inhabitants of a Danish island wake up to find that all the surrounding islands have disappeared. The story deals with the difficulty of supplying food and of trying to get into touch with the outside world. *Cockle Cove*, by Lydia S. Graham (Sheldon Press), is a pleasant and rather obviously moral story. *Adventurers in Camp*, by H. B. Davidson (Sheldon Press), is a Sea Ranger story in which smugglers of cocaine are baffled. *Binkie and Co.*, by Beatrice Gibbs (Sheldon Press) is a tale of Exmoor told from a pony's point of view—an unforced and natural story that comes with a recommendation from E. M. Delafield. *Father of Five*, by Kathleen M. Macleod (Sheldon Press), is an effective little story of Scottish family life. *Toby of Brents*, by E. M. Scott (Sheldon Press), is about the son of an earl who, after being kidnapped by gypsies, runs away and joins a circus. As we might expect, *Twenty-Six Girl Guide Stories*, by May Marshall (*Girl's Own Paper* Office), is a collection of interesting and healthy tales.

George Goes One Better, by Jeffrey Havilton (Blackie), is an original and sprightly tale. When George is presented with £25 by an aunt, he invests in a poultry farm, and also in the "dual purpose" hens. Later, he and his friends discover that the owner of the hens is engaged in a conspiracy, and they are the prime movers in foiling it. *Children Alone*, by Elizabeth Sprigge (Heinemann), tells how two sets of children were left to look after themselves for a whole week in order to learn independence.

Jan Solves the Riddle, by May Marshall (*Girl's Own Paper* Office), is an interesting but highly improbable Girl Guide story. *Three's a Company*, by Patience Gilmour (*Girl's Own Paper* Office), is another pleasant "Guide" tale in which good deeds are done. And while we cannot do more than mention *The Girl Who Didn't Belong*, by Ethel Nokes, *The Brownie Village*, by H. B. Davidson, and *The Little Brownie Girls*, by Mrs. A. C. Osborn Hann, all published by the Religious Tract Society, we must add that they are worth inspection.

Those who like omnibus volumes will find good value in *The New School Omnibus*, by Gunby Hadath (Oxford University Press). It contains *The New School at Shropp*, *Carey of Cobhouse*, and *Brent of Gatehouse*. Three popular school stories, *The New House-Captain*, *The Best House in the School* and *Captain of Springdale* are reprinted in *The Springdale Omnibus*, by Dorita Fairlie Bruce (Oxford University Press). And admirers of another popular writer will welcome *The Percy F. Westerman Omnibus Book* (Blackie), which includes *Sea Scouts All*, *Sea Scouts Abroad*, and *Sea Scouts Up-Channel*. *The Evelyn Smith Omnibus Book* (Blackie) contains *Phyllida in Form III*, *Milly in the Fifth*, and *The Small Sixth Form*. And a favourite writer of our youthful days, Juliana Horatia Ewing, is represented by some of her most famous stories, including *Jackanapes* and *Lob Lie-by-the-Fire*, in *The Ewing Omnibus* (Oxford University Press).

The younger children are not less well served than in previous years. *The Box of Delights, or, When the Wolves were Running*, by John Masefield (Heinemann), seems to combine many traditional themes skilfully into one book. A small boy tracking down crime is always an attractive figure and here we have magic as well. Another book

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from the same publishers that will give much pleasure is *The Unexpected Adventure*, by T. F. W. Hickey. Two children on holiday in Ireland are allowed absolute freedom, and contrive to get lost on the hills, not without adventures. There is no attempt at brilliance, but the characters are credible and there are pleasing touches of humour. Books about animals are always acceptable, so you should look at *Dinah the Dartmoor Pony*, by Allen W. Seaby (A. & C. Black), which gives much information about pony life in the wilds and recounts the experiences of a little girl who was the owner of the pony. Messrs. A. & C. Black also publish a delightful book called *Dowsha, the Story of a Donkey*, by Frediswid Sturges. All children love donkey rides, and this story, which ranges from Margate to the Pyramids, will be very popular as the history of one who might be an old friend. Gwynedd Rae, in *Mary Plain in Town* (Cobden-Sanderson), tells us more about the unusual first-class bear with a white rosette who comes on a " visit " to England with the Owl Man. The book is interesting and amusing. The illustrations by Irene Williamson are pleasing.

Babar's Travels, by Jean de Brunhoff (Methuen), continues the story of the elephant we met last year. This time Babar and Celeste go away for their honeymoon in a yellow balloon, which is wrecked on an island. The two repulse an attack by savages and are taken off by a friendly whale, who afterwards deserts them. But they are picked up by a steamer and eventually find themselves in a circus. *Fortune's Caravan*, by Lily Jean-Javal, adapted by Rachel Field from the translation by Marion Saunders, may be cordially recommended. Father Fortune has a famous inn, but somebody is jealous of him and sets fire to it. He buys a caravan and sets out with his family, and Toinette (who turns out to be the Grandmother Greylocks who tells the story), Suzanne, and Jaques all help to earn money. The interest is well maintained. Patricia Lynch, who wrote *The Turf-Cutter's Donkey*, now tells us more about him in a fanciful story called *The Turf-Cutter's Donkey goes Visiting* (Dent).

We think that one of the first favourites will be *Mr. Hermit Crab*, by Mimpsy Rhys (Heinemann). The author, who is introduced by Noel Streatfield, began the book when she was 13 and finished it when when she was 14. Lucia is left to the care of her great-uncle. She is taken to Cornwall for the summer, and she and her friend Louisa discover a cave inhabited by Mr. Hermit Crab, a giant who is under a spell. Eventually they loose him from it and he marries the Malicious Fairy. Helen Sewell's illustrations are excellent, and the book deserves high praise.

Shakespeare with the Pets (Methuen) is a book of delightful drawings by Persis Kirmse. The quotations illustrating various cat-and-dog incidents are very apt, and the volume is one to put high on your list. *Hedgerow Tales*, by Enid Blyton (Methuen), is a most useful and interesting little book on natural history. Smaller books that will meet with approval are *Four Tales from Hans Andersen*, a new version by R. P. Keigwin (Cambridge University Press), illustrated with woodcuts by Gwen Raverat, and *Six Enid Blyton Plays* (Methuen) comprising some of the best work of this popular writer for children. *The Round House and Other Stories*, by G. Dewi Roberts (Burns, Oates & Washbourne), is a happy little collection. And we must not forget to mention *The Happy Mariners*, by Gerald Bullett (Dent), a new and revised edition of *The Spanish Caravel*, published some eight years ago. It is an ideal book for children and the illustrations are good. Another most acceptable volume is *Turf Fire Tales*, by Mary F. Patton (Macmillan). The stories are imaginative and well told and the pictures are excellent. *The Wanderings of Mumfie*, by Katharine Tozer (John Murray), is about " a rather common little elephant " who went off looking for adventures and found quite a lot. The author's striking illustrations will be liked. And we will close by directing attention to *A First Bible* (Oxford University Press). Here fourteen passages from the Old Testament and twenty-seven from the New Testament have been selected and arranged by Jean West Maury, and some outstandingly good full-page illustrations have been added by Helen Sewell.

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Foreign and Dominion Notes

SPAIN

Defence—Material and Spiritual.

At this moment the civilized world is pre-occupied with the question of war. The *Revista de Pedagogía* (October) points out that it is not only the League of Nations and international relations that suffer, but that every nation, even neutral, does so, for "defence" grows in every budget at the expense of education. In Spain, for example, 50,000,000 pesetas is about to be voted for increased armaments. The *Revista* finds it of little use to sign pacts of non-aggression, &c., the only hope is to teach youth to respect all peoples. To that end the prime object of the educator must be to prevent the growth of that aggressive nationalist type so prevalent to-day. The same journal reports ten Ministers of Public Instruction and ten Directors of Primary Education since the advent of the Republic in 1931.

The *Revista de Escuelas Normales* is beginning to feel pessimistic (!) and denounces "the frivolous inaction of the authorities" in education, which is undoing the good work of the first two Ministers under the Republic. The last two are especially censured as "apparently having no other object than to discover the existence of laws injurious to education." "When the list of their outrages comes to be written, many will smile to read things so thoroughly worthy of our renowned

(*Continued on page 796*)

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MATRICULATION AND OTHER EXAMINATION NOTICES, SCHOLARSHIPS, FELLOWSHIPS, EXHIBITIONS, STUDENTSHIPS, and BURSARIES

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Principal:
Miss D. CHAPMAN, M.A.

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ALDENHAM SCHOOL

ENTRANCE Scholarships. An Examination will be held at end of May, 1936, for Scholarships open to boys under 14½ on May 1, namely, one Alfred Smith Scholarship of £80 and two Junior Platt Scholarships of £60, and about four of lesser value. The age limit will be reduced to 14 in 1936. Assistance, by partial remission of Tuition Fees, may be given at the discretion of the Governors to Scholars and other boys showing promise in cases where need of such assistance exists. Applications should be made at the time of entry. Further particulars may be had from the HEADMASTER, Aldenham School, Elstree, Herts.

BADMINTON SCHOOL
Westbury-on-Trym, Bristol

ENTRANCE SCHOLARSHIPS are offered each year by the Board of Governors on the results of an examination in General Subjects or Music or Art; in addition, Bursaries are awarded in accordance with financial need. Examination papers will be sent to parents at the end of February. Candidates must be under 14 on February 28, 1936.

BISHOP'S STORTFORD COLLEGE

Headmaster: H. L. PRICE, M.A. (Oxon.)

ENTRANCE SCHOLARSHIPS to the value of £100, £75, £60, £45, and THREE EXHIBITIONS to the value of £30 will be awarded each year. Candidates will have the opportunity of offering such subjects as Music and Art if they wish to in addition to the ordinary subjects. Candidates must be under 14 on May 1. Full particulars may be obtained from the HEADMASTER.

BERKHAMSTED SCHOOL
ENTRANCE SCHOLARSHIPS

AN Examination will be held on June 9 and 10, 1936, for three Entrance Scholarships of the annual value of £60, three of £50, and three Exhibitions of the annual value of £30. For at least three of the Scholarships special consideration will be given to boys offering Greek.

Candidates must be under the age of 14 on June 1 immediately before the examination. The age of candidates may be taken into consideration in the examination.

Entries should be received by May 24. The School fees for Boarders are £120 per annum; 10 per cent reduction for sons of clergy.

Further information about Scholarships, copies of the School Prospectus, Forms of Entry, &c., can be obtained from the BURSAR, to whom inquiries regarding board and lodgings should also be addressed.

BRIGHTON COLLEGE

AN Examination is held each June to elect to EIGHT SCHOLARSHIPS varying in value from £75 to £80 a year. Full particulars on application to the HEADMASTER.

CANFORD SCHOOL, WIMBORNE

AN Examination will be held during the first week each July for the awarding of One Scholarship value £100, and Six Scholarships value from £60 to £30, open to boys under 14 on June 1 previous. Boys under 14½ on the same date may compete for two of the Scholarships, but a higher standard of work will be expected. For particulars apply to the HEADMASTER.

CHURCH EDUCATION CORPORATION

FOR particulars of Scholarships and Exhibitions offered in the following Schools, apply to the HEADMISTRESS:

BEDGEBURY PARK, GOUDHURST, KENT (Miss E. BICKERSTETH, B.A.), an Entrance Scholarship of £80 and two Exhibitions.

SANDECOTES SCHOOL, PARKSTONE, DORSET (Miss M. C. HARDING, B.A.), an Entrance Scholarship of £50 and two Exhibitions.

The value of the Exhibitions will be decided after consultation with Parents or Guardians.

Last date of Entry—January 31, 1936.

CRANLEIGH SCHOOL, SURREY

AN EXAMINATION will be held on March 4, 5, and 6, 1936, for Entrance Scholarships, one £70, one £60, and one £50, two Choral £50–£30, for candidates under 14 on April 1, 1936.

Also on June 3, 4, and 5, 1936, an Examination will be held for Entrance Scholarships, one £100, one £60, one £50, two Choral £50–£30, for candidates under 14 on July 1, 1936; one Organ £50, one Instrumental £50, age limit under 14½ on July 1, 1936.

Bursaries for the sons of Clergy and Officers are available.

Fees, £150 per annum inclusive. Full details from HEADMASTER'S SECRETARY.

DEAN CLOSE SCHOOL, CHELTENHAM

AN Examination for Six Scholarships, varying from £80 to £25 per annum, will be held in June, 1936. Age limit 14½ years. Special exhibitions each term for sons of Clergy and members of H.M. Services.—Apply P. BOLTON, M.A., Headmaster.

DULWICH COLLEGE

SIX School Scholarships are open for competition in May. Candidates must be under 14 years of age on May 1. The Scholarships are of the value of £45 per annum each, and are tenable for school life; if a boarding candidate is elected there will be a further remission of £45 per annum.

Full particulars and entrance forms may be obtained on application to the SCHOOL SECRETARY, Dulwich College, S.E. 21.

ENGINEERING SCHOLARSHIPS

FARADAY HOUSE ELECTRICAL ENGINEERING COLLEGE.—Examinations for SCHOLARSHIPS tenable in College and Manufacturing Works are held annually in APRIL. For particulars apply to CHIEF CLERK, 66 Southampton Row, W.C. 1.

FARRINGTONS, CHISLEHURST, KENT
RESIDENTIAL SCHOOL FOR GIRLS

A SCHOLARSHIP of £80 per annum for three years, with other smaller Exhibitions, will be awarded on the result of an Examination to be held at the School March 25 to 28, 1936. For full particulars apply to the HEADMISTRESS.

FRAMLINGHAM COLLEGE, SUFFOLK

Headmaster: W. H. A. WHITWORTH, M.C., M.A.

FEES: 100 guineas per annum.

ENTRANCE SCHOLARSHIPS value £60, £40 and £30. EXAMINATION IN JUNE.

GIGGLESWICK SCHOOL

SIX Scholarships, maximum value £70, will be offered in June. Full details from the HEADMASTER, Giggleswick School, Settle, Yorks.

GLENALMOND

ENTRANCE Scholarships, Exhibitions, and Bursaries, 1936. An examination, which may be taken at preparatory schools, will take place on March 23, 24, and 25 for open Scholarships and Exhibitions, and Sons of Clergy Bursaries.

Age limit for Scholarships and Exhibitions: 14 on March 1, 1936. For Bursaries: 15 on September 20.—Apply to the WARDEN.

HIGHGATE SCHOOL

THE Scholarship Examination will be held on June 6 and 7, 1936, when 6 Foundation, 1 Gladstone, 2 Junior Foundation, and 6 Boarding Scholarships, tenable with the former, 1 at each of the Senior Houses, will be open for award. Values, £72–£50.

There are 300 Boarders in the School, whose work after 16 is framed in accordance with their special abilities or future career.

Application by June 1 to the HEADMASTER.

KING'S SCHOOL, CANTERBURY
Examination in June, 1936

ONE Milner Memorial Scholarship for Boys between 13 and 14, value £100 per annum, for five years, open to sons of Colonial Civil Servants and certain others.

ABOUT ten Junior King's Scholarships and Entrance Scholarships value £70 to £20 per annum.

For full particulars apply to the HEADMASTER.

KING WILLIAM'S COLLEGE
ISLE OF MAN

AN Examination for six or more Scholarships, of £80 to £20 in value, is held annually in March. Candidates may be examined at their Preparatory Schools. A limited number of Bursaries are awarded at other times by examination. Five leaving Exhibitions for the Universities. There is a Junior House for boys under 13½. Inclusive fees (£102 to £126).—For further information apply to the SECRETARY.

LANCING COLLEGE SCHOLARSHIPS

ENTRANCE Scholarships will be offered for competition in May. Candidates must be over 12 years of age and under 14 on June 1.

(*a*) Six SCHOLARSHIPS (at least), Classical and Modern, varying from £100 to £50 per annum, according to merit and needs.

(*b*) Two CHORAL EXHIBITIONS of £30 per annum, open to all boys who can sing and read music.

Candidates will be examined in London, unless further notice is given to the contrary.

For information apply to the HEADMASTER, Lancing College, Shoreham, Sussex.

Continued on page 798

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picaresque literature." This very pessimism seems to have aroused the profession to greater effort in theory and practice, original articles and translations of great interest continually appearing in the educational journals. Of especial interest are: (1) the account of a summer colony, on the lines of the German *Schullandheim*, organized by the *Institut Escola*, of Barcelona, appearing in the *Revista de Psicologia i Pedagogia* (organ of the Catalan *Institut Psicotecnic*), and (2) the second Report (1934) of the Pedagogic Missions. The latter, besides giving details of the work of the Missions (with fine photographs, in themselves superb demonstrations of their efficacy) refers to special activities in a particular village—" one of the places where material penury and spiritual misery proclaim the most primitive and lamentable standard of life." This special Mission " was undertaken to demonstrate to the Government and to public opinion how essential is such work in so many of the country districts of Spain, where townsfolk might think themselves in a foreign and barbaric country."

Don Manuel Cossío.

Deeply regrettable news from Madrid is the death, in his 77th year, of the President of the Missions, Don Manuel Bartolomé Cossío. The *Revista* and the *Boletín de la Institución Libre de Enseñanza*, of which he was Rector, are devoted entirely to his life and work, claiming him as one of the greatest modern educationists, occupying in Spain a position peculiar to that country. Both he and the philosopher, Unamuno, are spoken of as the " spiritual fathers " of recent Spanish intellectual life, and both were suggested for the Presidency of the Republic. But whereas Unamuno is chiefly concerned for adults, Cossío cared especially for the young. Born in 1857, he graduated in philosophy and letters at the University of Madrid, where he became a disciple of Giner de los Ríos; and when, in 1876, the latter founded his *Institución Libre*, Cossío was one of the first pupils. Later he became a professor, and remained connected with it till the day of his death. After some years of study in the Spanish college in Bologna, Cossío was appointed to the chair of History of the Fine Arts in Barcelona. From 1883 to 1929 he was Director of the National Museum of Pedagogy. Also, in 1904, after holding professorships in the *Ateneo*, and the School of Criminology, he was appointed to the Chair of General Pedagogy in the Faculty of Philosophy in Madrid. In 1921 he was made Councillor of Public Instruction—a sort of technical adviser to the Government. On the proclamation of the Republic he became President of the Pedagogic Missions, and a deputy for Madrid to the Cortes Constituyentes. A little later he was the first to be created Citizen of Honour—an apotheosis shared only by Unamuno. That his long life was dedicated to educational reform is the unanimous testimony of all parties.

For Cossío there was no differentiation between professional and private life, and he never ceased to be an earnest teacher. He is therefore better known as an educator by his lectures than by his educational writings. It is probably as an art critic, however, that he is best known abroad. His life of El Greco has long been a classic. And in recent years he had been collaborating on a monumental History of Art.

It is claimed that the educational movements of the last fifty years in Spain are almost entirely due to Cossío's share in the fight for progress, which his master, Giner de los Ríos, initiated. If Giner was more the professor, philosopher, and theorist, Cossío was the educator, teacher, and artist. When he began his work the ideas of the later foreign educational pioneers were hardly known in Spain. Ignorant teachers, using archaic methods of learning by rote, &c., in ill-equipped schools, were either badly paid or not paid at all. For improving this lamentable state of things Cossío, by his gentle humanizing influence and by his advocacy of the assimilation of European culture, was largely responsible. Two of the basic ideas of modern education—the direct method and the correlation of syllabuses—were formulated by him long before any one else. In 1879 he was already saying, " Let the child learn by playing, and the memory cease to be the only instrument of learning." And again: " The old education, while attributing the greatest importance to thought, teaches everything but the way to think." And: " It is of relatively secondary importance what the pupil learns compared to the way in which he learns it." So he organizes school-journeys and camps, and stresses the importance of the sciences, art, handicrafts, and physical education. With regard to the second basic idea we find him saying (in 1919): " What is needed is to finish with the university trappings that still cling to our secondary education, and connect it frankly with the primary system." He was also always urging the training of teachers—to which, with other ideas, he gave concrete expression in his *Institucion Libre*, concentrating on nature and art, and the " vitalizing " of the class.

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Supplement to
THE JOURNAL OF EDUCATION

No. 797 DECEMBER 2, 1935

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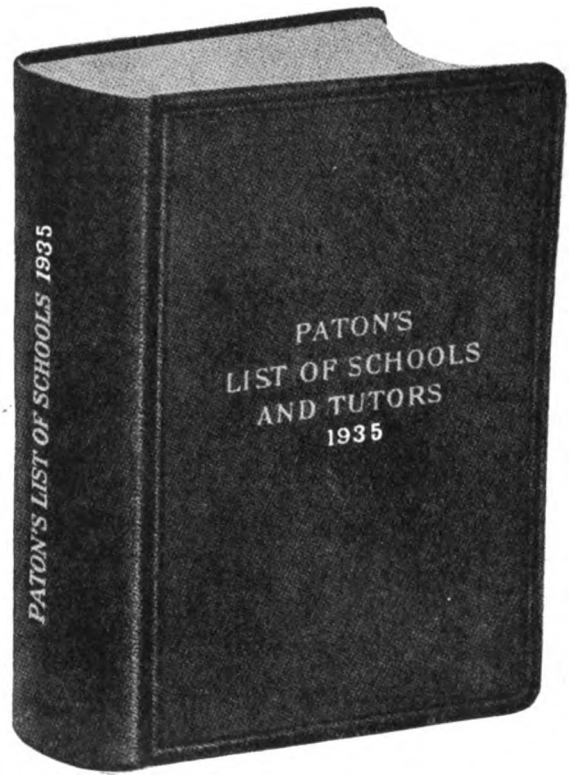

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Reviews

THE STEWARTS IN SCOTLAND

The Rise of the Stewarts. By Dr. AGNES M. MACKENZIE. (12s. 6d. net. MacLehose.)

The history of the House of Stewart is a complete tragedy. The first act shows it rising from obscurity in Brittany, Wales, England, and Scotland successively. The second reveals it rising to eminence in the Northern Kingdom and ultimately allying itself to the royal line of Bruce. The third portrays it on the Scottish throne; the fourth on the joint throne of England and Scotland; while the fifth and last displays it returning to exile to the Continent whence it originally came, and becoming extinguished in an Italian tomb in the year 1807.

Each phase of this romantic and fascinating drama has been re-examined in the light of historical records during the past few years. And the general tendency of these recent studies has been the rehabilitation or "whitewashing" of the Stewarts. They have been vindicated from the charges of incompetence, obscurantism, corruption, tyranny, which nineteenth-century writers commonly brought against them. Miss Eva Scott's *Six Stuart Sovereigns* (1572–1701); Miss Marjorie Bowen's *Mary Queen of Scots*; Mrs. Higham's *Charles I*; Mr. Arthur Bryant's *Charles II*; Mr. Hilaire Belloc's *James II*; Sir Charles Petrie's *Jacobites*, all illustrate the new orientation of Stewart history.

The first three acts of the Stewart drama, however, had remained comparatively unexplored until Miss A. M. Mackenzie dealt with them in the volume before us. This volume deals briefly in an introductory sketch with the pre-Scottish portion of Stewart history. It devotes its main attention to the reigns of the six Stewart kings of Scotland, beginning with the accession of Robert II in 1371 and ending with the death of James IV at Flodden Field in 1513.

That Miss Mackenzie is a well-equipped scholar and a vigorous writer are amply shown in her previous work on Robert Bruce. The present volume makes it clear that she is thoroughly acquainted with the original authorities for her period, and that she had studied them with independent judgment. She is a strong Scottish nationalist; a whole-hearted defender of the Stewarts; a severe critic of the fourteenth and fifteenth century rulers of England; a vindicator of the Franco-Scottish alliance which most historians condemn as fatal to Scottish independence.

Miss Mackenzie's revision of Scottish history is a work that will command the respectful consideration of all future writers on the Stewarts: it is one whose well-reasoned opinions cannot safely be ignored.

HIGHER CERTIFICATE GEOMETRY

Higher School Geometry. By L. CROSLAND. (6s. Macmillan.)

This book is an attempt to put between two covers a course in geometry suited to the needs of post-School Certificate students taking a two-year course in mathematics in preparation for a Higher School Certificate examination. Such a course includes the geometry of the triangle, the circle, the conics, lines and planes and polyhedra. This is a considerable amount to cover in the two years normally allotted, and the author shows in his arrangement considerable teaching skill in overcoming the inevitable difficulties of presentation.

Naturally the greater part of the course is algebraical geometry, but the book is so planned that the pupil can make a preliminary survey in which the examples are mainly numerical. Those who have much experience in teaching beginners in algebraical geometry will probably agree with the practical wisdom of this procedure.

The first chapters deal with the straight line, intersection of loci, the circle, the conics. In each chapter the pupil is rapidly brought to the essential matter; there is no fuss over irrelevant details. There are many worked examples and sets of revision exercises from Higher Certificate papers. The methods are perhaps straightforward rather than elegant, but this is no doubt the wiser policy for the average pupil. Where possible, topics that can be taken together have been so grouped. Thus in Chapter V the conics are considered together as regards their equations and the principal deductions therefrom. In the following chapter there is a similarly grouped treatment of tangents, diameters, pole, and polar. There follows, at what might be considered a comparatively late stage, a chapter on parameters and loci. The next sixty pages are rather unusual. They contain a revision and extension of the earlier work on the conics through the methods of pure geometry, for it is the author's opinion that these methods should not be neglected altogether. Finally, we have chapters on the pure geometry of the triangle, and the circle (in which much ground is covered in a few pages), one on lines and planes, another on polyhedra, and one on mensuration. The calculus is used to obtain the fundamental results on the volume of a pyramid and the area of a sphere.

The book is obviously the work of a teacher of much experience, and it should find a ready welcome in Higher Certificate classes. It is a straightforward and workmanlike production, clearly printed and well bound, and any pupil might be expected successfully to study it by himself. One cannot but regret, however, that the current requirements of the Higher Certificate examination appear to confine the pupil so closely that he learns little or nothing of curves other than the conic or of the methods of projective geometry, for these things do not appear in this book. But as things are, there is no better preparation for Higher School geometry than Mr. Crosland's excellent book.

A BORDER-LINE STUDY

An Historical Geography of Europe. By GORDON EAST. (15s. net. Methuen.)

The term "historical geography" has changed its connotation considerably in recent years. In the writings of Prof. E. A. Freeman and Mr. Hereford B. George, published in the Victorian period, what was called "historical geography" was purely political. It was concerned with the shifting frontiers of states, and that mainly during the Christian era. In the maps that illustrated it, and particularly in Prof. Freeman's famous *Historical Atlas*, physical features are entirely ignored. Not in a single one of Freeman's sixty-five maps is a mountain range shown. The whole world appears as a uniform flat plain!

To the new school of historical geographers, however, physical features are everything, and the influence of physical features on the course of human affairs is the main subject of investigation. In other words, whereas history predominated over geography in the works of the older writers, in those of the modernists geography is the dominating element.

Among teachers of the modern school Mr. Gordon East stands eminent. His lectures at the London School of Economics have for several years attracted numerous students, and he has become recognized as one of the leading exponents of the new views. It is, therefore, with much satisfaction that we welcome the appearance of this pioneer manual on the historical geography of Europe. It is a substantial work, running to nearly 500 pages, well documented, and reinforced by a twenty-two-page bibliography which shows the width of Mr. East's reading and research. It is extremely concentrated, packed with information, and rich in suggestive ideas. Even so, it is restricted in its scope. In particular, there are three omissions which we hope will in a supplementary series of works be made good. First, the British Isles are not included:

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this is lamentable, for to British students their interest and importance are supreme. Secondly, the pre-Roman period is ignored: this, too, is regrettable, since in early days geographic controls were more powerful than in later times. Thirdly, the period since 1870 is left out; this, too, is unfortunate, for the value of both history and geography consists largely in the light that they throw on current affairs.

Without, however, emphasizing these omissions, we must express gratitude for the ample feast of knowledge actually furnished. Mr. East divides his work into three great parts. Part I treats of the Geography of Settlement in Europe, showing the origins of the modern nations. Part II deals with the Political Geography of Europe, explaining the fixing of national boundaries. Part III is devoted to the Economic Geography of Europe. The book is illustrated by a large number of black-and-white maps and plans, the reproduction of which leaves much to be desired.

REALISM AND MODERN ART

The Artist and his Public. By E. NEWTON. (7s. 6d. net. Allen & Unwin.)

Mr. Newton starts his inquiry with the five senses, and the theoretical possibilities of the five correspondent types of art, following in this the lead set by some famous German and French writers on aesthetics. But the quality which distinguishes this book is a tolerant breadth of outlook, and an unravelling of those tangles which so many writers on the subject have left us. Indeed, the bold adventurers who have set out to define the indefinable, and to crystallize in words the principles of those arts whose life-blood depends on fluidity, have set themselves a hard task.

Mr. Newton shows his wisdom in warning us against that elusive word "beauty"; but in his definition of what art is he has not escaped the inevitable dilemma by substituting the word "pleasure." The artist may set out, not to please, but to displease; he may wish to communicate the feelings of envy, hatred, and malice, but he will still be an artist to the extent that he succeeds in infecting others. But in his thoughtful and able chapter called The Alloy, the author makes full amends for his over-confident generalizations, though here, when he is dealing with the appeal to the emotions and intellect, he brings in the word "beauty" which he had previously avoided.

In the chapter on Realism and Modern Art we reach the point where, as in most recent books, the critic becomes an apologist; and, for those of us who believe that great art never has and never will need apology, this and the following chapters are full of wholesome provocation. We shall be told to remember Turner and the Pre-Raphaelites, and to consider the public reception of the Impressionists. Our answer to this is that these would have found their own level without the help of a Graduate of Oxford and others, and that Ruskin's chief service to Turner was the publicity he gave him, a service which he also unintentionally performed for the Wizard of the Butterfly Mark; but beyond that he neither made the one nor damned the other.

That the art of imitation could not have been pursued further is used by the apologist for "modernism" as a reason for discarding it altogether. But great art never has depended on imitative qualities, these have only been incidental to it. The fact that the possibilities of imitation have been fully explored is no more a justification for condemning this valuable part of the artist's language, than it would be for the artist in words to refuse to use his mother tongue on the ground that it had been too highly polished, and that too many people understood it. And may we not be spared that horrible word "modernism"? It is hard to believe that our living candidates for immortal fame approve of such an ephemeral label. How difficult it will be for the art historian of the future to refer to the Old Masters of the "Modernist" School. But this is a book to read and to re-read, to agree with and to dissent from. There is food for thought on every page. It is a most important, stimulating, and well-illustrated contribution to the literature of aesthetics.

EUROPE IN TRANSITION

A History of Europe. By the Rt. Hon. H. A. L. FISHER. Vol. II. *Renaissance, Reformation, Reason.* (18s. net. Eyre & Spottiswoode.)

After a lapse of no more than six months the second of the three volumes of Mr. Fisher's remarkable *History of Europe* follows the first. The high standard both of scholarship and of literary skill which characterized its predecessor is equally conspicuous in this instalment. The scale of the work, as is proper and indeed inevitable, increases as the present day is approached. The ancient and medieval periods together comprised some twenty centuries: the age of renaissance, reformation, and rationalism covers but the 300 years A.D. 1500–1800. Nevertheless, the story of this transitional period must have been considerably more difficult to tell than the comparatively simple and straightforward story of the earlier bi-millennium. For the single thread of ancient history is the history of Greece followed by the history of Rome, and the history of medieval Christendom continues the record of a unitary civilization down to the end of the fifteenth century. After 1500, however, all is apparent chaos. The unity of medieval Christendom is broken up, and a crowd of national states, each with its own individual life and all pursuing independent aims, occupies the European stage.

The outstanding feature of Mr. Fisher's present masterly volume is that, in spite of the enormous difficulty of his task, he has succeeded in continuing to envisage Europe as a single and undivided whole. He refuses to write a collection of separate national histories, and present them as a history of the Continent. He realizes that beneath all their apparent diversity and all their boasted particularisms they remain essentially parts of a classical and Christian unit, and he evidently feels that their fate is ultimately to re-unite in a firm, pacific federation of peoples.

The three centuries treated by Mr. Fisher were marked by three dominant movements. The first was the Renaissance, the intellectual re-birth of Europe, which followed the death-like slumber of medieval credulity. The second was the Reformation, a complex movement, marked, as Mr. Fisher luminously points out, by "revolt against papal theocracy, clerical privilege, and the hereditary paganism of the Mediterranean races." In a novel and enlightening way Mr. Fisher shows how the three aspects of the movement were represented respectively by Luther, Henry VIII, and Calvin. The final movement, the Rationalistic, was the prominent feature of the eighteenth century. Mr. Fisher's brilliant survey brings us to the eve of the French Revolution. We eagerly await his concluding volume—promised for this autumn—which will treat of the last century and a half, under the title of *The Liberal Experiment.*

The International Exhibition of Chinese Art which is being held in the Galleries of the Royal Academy of Arts, until March 7, 1936, is the first fully representative collection of the arts of China to be seen in Europe. The nucleus of the Exhibition is the large and precious selection of National Treasures, formerly in the Forbidden City, lent by the Chinese Government and brought over to England on H.M.S. *Suffolk*. A series of lectures on various aspects of Chinese art, by eminent authorities, will be given in adjacent premises concurrently with the Exhibition. Particulars of the dates and terms of admission are obtainable on application to the Hon. Secretary, Lecture Committee, Royal Academy of Arts.

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A lecture on The North-West Highlands of Scotland—an account of the Geology and Physiography of the Aura, will be given by Prof. H. H. Read on Thursday, December 5, at 5.30 p.m. at Queen Mary College, Mile End Road, E. 1. Admission free.

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Minor Notices and Books of the Month

ART, BIOGRAPHY, CLASSICS, AND ECONOMICS

Dryad Leaflets. No. 90. *How to Weave on Foot Power Looms.* No. 91. *How to Weave on Two-Way Looms.* No. 92. *Netting.* By Miss PRIMROSE CUMMING. (6d. each.) No. 93. *Making Papier Mache.* (4d. Leicester: The Dryad Press.)

The Dryad Leaflets, numbers 90 to 93, are quite up to the Dryad standard. No. 90 and No. 91 both on weaving, contain in very small compass the essentials of weaving with the foot power loom in the one and the two-way loom in the other. Both are quite sound. No. 92 on Netting is very clearly written and well illustrated; there is no possibility of going wrong if the student will follow the instructions. No. 93 on Making Papier Mache gives clear instructions on a craft which is very inexpensive and capable of great possibilities.

Craft Work Ideas for Seniors. By W. P. LITTLE. (1s. Arnold.)

Handbook of Perspective. By W. G. WARREN. (7s. 6d. net. Lockwood.)

Drawing Without Drudgery: a Book for Everybody. By M. C. CUZNER. (2s. 6d. net. Pitman.)

A Handbook of English Medieval Sculpture. By A. GARDNER. (15s. net. Cambridge University Press.)

Practical Lettering and Layout. By F. J. MITCHELL. (3s. 6d. net. Black.)

A Practical Course in Bookcrafts and Bookbinding. By J. MASON. (8s. 6d. net. Batsford.)

Great Lives. Thomas Gray. By R. W. KETTON-CREMER. (2s. net. Duckworth.)

This well-written and informative sketch of Gray's life is an ideal companion for any student of his poems. The author has presented the poet in a very human and by no means unattractive light. This is altogether an admirable addition to the series.

Florence Nightingale (Great Lives). By D. LAMMOND. (2s. net. Duckworth.)

A useful addition to the "Great Lives" series, and one that will be welcomed by many teachers. The author's presentation of the facts is clear and orderly, and his style makes the book eminently readable.

Grass for My Feet. By J. Vijaya-Tunga. (6s. net. Arnold.)

Robert Blake, sometime Commanding all the Fleets and Naval Forces of England. By R. BEADON (15s. net. Arnold.)

Lives of the Great Composers. Edited by A. L. BACHARACH. (6s. Gollancz.)

The Life of Emmeline Pankhurst: the Suffragette Struggle for Women's Citizenship. By E. SYLVIA PANKHURST. (3s. 6d. Werner Laurie.)

The Agamennon of Aeschylus. Translated by Prof. T. G. TUCKER. (3s. 6d. net. Melbourne University Press in association with Oxford University Press.)

Scenes from Sixth Form Life. By W. H. D. ROUSE. (2s. 6d. Oxford: Blackwell.)

Introduction to the Study of Modern Greek. By Dr. N. BACHTIN. (2s. Cambridge: Deighton, Bell.)

British Industries and their Organization. By Prof. G. C. ALLEN. Second Edition. (10s. 6d. net. Longmans.)

We noticed this book on its first appearance in June, 1933. It has now been brought up todate by the addition of some forty pages dealing with the developments of the last two years. Ten of these pages are included in the chapter on Iron and Steel, and deal mainly with the effects of the tariff on these industries.

Industry and Life: a First Book of Social Economics. By V. COHEN. (3s. Heinemann.)

This book—the work of a thoroughly competent teacher—is easier to commend than to describe. In its thirty-seven chapters it deals clearly and interestingly with the economic structure of the modern world in all its phases. An excellent feature is the large number of diagrams for reproduction on the blackboard, and there are also questions on each chapter. The book can be warmly recommended to teachers of senior classes.

Money. By HARTLEY WITHERS. (Nelson Classics.) (1s. 6d. net. Nelson.)

This is not a new book, but a revised edition, in an attractive cloth-bound form, of the useful little volume published in Benn's Sixpenny Library in 1927 and noticed here at that time.

EDUCATION

Publications du Bureau International d'Éducation, No. 42. La Formation Professionnelle du Personnel Enseignant Primaire. (Frs. suisses, 8. Geneva: Bureau International d'Éducation.)

This volume, prepared for the International Conference on Public Instruction held at Geneva last July, should appeal to all who are concerned with the training of elementary school teachers. The information supplied from sixty-three countries reveals the great variety of solutions of problems which, on the surface, are common to all; it makes evident also the fact that there remains an extensive field in both theory and practice inviting further improvement. The intensive study of these questions is outside the scope of this volume, which is a record of facts admirably summarized in an introduction by M. Jakiel.

Publications du Bureau International d'Éducation, No. 43. Annuaire International de l'Éducation et de l'Enseignement, 1935. (Frs. suisses, 12. Geneva: Bureau International d'Éducation.)

The third issue of the *Annuaire de l'Éducation et de l'Enseignement* contains statistics and reports from forty-eight countries. It is a record of the changes and progress made during the year 1933–34. Among the points to which M. Rossello directs attention in a preliminary study are the dependence of educational measures on political, social, and economic conditions; the increasing tendency to make the school serve the immediate aims of the State; the widespread prevalence of financial stringency; the overcrowding of secondary schools, and "intellectual" unemployment; the great expansion of physical education; the preoccupation of many countries with rural and technical education. The *Annuaire* has now an assured place as a work of reference.

Junior School Projects. By JOYCE KENWRICK. (5s. University of London Press.)

This book is very largely a record of actual experience in teaching. It is a sound practical treatment of a subject which is much discussed, especially by teachers of children in junior schools and preparatory departments. We are almost inclined to say that a beginner in the subject would find Miss Kenwrick's book more intelligible if he started at the second chapter, and read the first chapter last of all. But this is common characteristic of "introductions." Our recommendation would have the effect of putting particular cases before general statements. In her general treatment the writer is perhaps a little too much weighed down by her authorities. She is at her best when she is herself, not when she is quoting Prof. This or Doctor That. But, as we have said, the book is a sound and sincere contribution to the subject with which it deals.

A History of Scottish Experiments in Rural Education: from the Eighteenth Century to the Present Day. By Dr. J. MASON. (5s. net. University of London Press.)

A useful book for the student of the history of education. Dr. Mason traces his topic from the eighteenth-century experiments conducted under the guidance of the Society in Scotland for Propagating Christian Knowledge down to the most recent developments in rural education. One modern experiment, in the author's own school in the parish of Dalmeny, is described in some detail. It is of special interest as its short history shows clearly the changes in curriculum and organization necessitated by its development from a purely vocational rural school to a school using its rural environment as an asset to a liberal education.

Progressive Methods of Teaching in Secondary Schools. By Prof. N. L. BOSSING. (10s. 6d. net. Harrap.)

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ENGLISH, POETRY, AND DRAMA

(1) *Questions and Exercises in English: for Upper Forms.* By Dr. H. J. L. ROBBIE. (1s. Oliver and Boyd.)
(2) *Junior Graduated Exercises in English.* By L. OLIPHANT. (1s. Oxford University Press.)
(3) *What's in the News?* By W. G. HOLLOWELL. (9d. Dent.)

Both (1) and (2) provide abundant material and varied exercises, the first for Leaving Certificate and Matriculation classes, the other for lower and middle forms in secondary schools. In (1) a novel exercise, which only the fairly well-read pupil could work, is to be found on page 69 in the form of parodies of famous authors whom he is expected to recognize. The last exercise in (2)—to explain the point of "One toot and ye're oot" and similar jokes—is worthy of imitation. (3) It is difficult to classify these exercises, which might, however, be used to good purpose. One page contains an item of news from one of the daily papers; on the other are questions based upon it. "Where is it?" "What does it mean?" and "Abbreviations" are all provided to aid the pupil.

An English Course for Adult Foreigners. By W. RIPMAN. (2s. Dent.)

Mr. Ripman's *First English Book for Boys and Girls whose Mother-Tongue is not English* has long been popular. This is meant to be more suitable for grown-up students of our language.

English Diction for Foreign Students. By S. MACKINLAY. (2s. 6d. Hirschfeld.)

This is a useful, practical little book that discusses in a clear way the difficulties of English vowel and consonant sounds. Though intended primarily for foreign students, it offers help and sound advice to English readers who have difficulties with the King's English.

Spirits under Proof. By Alan GRIFFITHS. (7s. 6d. net. Werner Laurie.)

Albert Pawsey, uneducated, uncouth, and altogether unattractive, and dabbler in spiritualistic phenomena, succeeds in making contact with the spirit of Jonathan Swift, who dictates to him *The Return of Gulliver*, a continuation of his masterpiece. Pawsey gets this published under a *nom de plume*, and immediately becomes famous. His efforts to live up to his reputation land him in many ludicrous situations, and his further contacts with the spirit world eventually lead to his denouement as an author, but recognition as a medium. The story provides the author with many opportunities for poking fun at spirits and spiritualism, authors and "literary" people, but his frequent excursions into metaphor and fondness for epigrammatic phrases become a little wearisome at times.

English Exercises: Eleven to Twelve. By N. L. CLAY. (1s. 9d. Heinemann.)

Here are collected 350 exercises for children of 10 and 11. It is an attractive collection with abundant variety, which includes the use of the dictionary, spelling, punctuation, the parts of speech, sentences, and many ingenious composition exercises.

The Westminster Reading Scheme. By DORIS CUTHBERTSON. 36 Illustrated Sentence Cards. (6s. 6d.) 36 Matching Cards. (1s. 3d.) 36 Word Strips. (2s.) 36 Reading, Drawing, and Writing Cards. (1s. 6d.) 36 Reading, Handwork and Composition Cards. (1s. 6d.) First Primer. *Polly's Tea Party.* Second Primer. *Holidays.* (Paper Covers, 6d. each. Limp Cloth, 8d. each.) Reader. *In the Garden.* (Paper Covers, 8d. Limp Cloth, 10d. Teacher's Handbook, 1s. 3d.) (University of London Press.)

A very brief handbook explains the working of this system of teaching reading, the result of five years of experiment. It is a mixture of the sentence and phonic methods, but the latter is brought in merely as an aid, not as an end in itself, and can be entirely neglected. Every device by which the pupil's labours in acquiring rapidly the power to read and write, for these are taught simultaneously, seems to have been thought of, and adopted even to the choice of a script to be used by the child in his first writing, which is one suitable for combination later in a cursive hand. Throughout the series the letters are dealt with according to the frequency with which they occur in the language, and incidentally the author acknowledges her indebtedness to *Basic English*, and to *A Basic Writing Vocabulary* containing the 10,000 words most commonly used in writing. In the apparatus, careful provision is made for the different rates at which children progress and ample means provided for pupils at different stages in the same class being busily and happily occupied.

How to Read Rapidly and Well: a Manual of Silent Reading. By C. G. WRENN and LUELLA COLE. (1s. 6d. net. U.S.A.: Stanford University Press. London: Oxford University Press.)

This very interesting and helpful manual is the outcome of cumulative research as well as of the practical experience of the authors with college students in two American universities. It is intended to help college and high school pupils in improving their ability to read quickly and with prompt comprehension.

Word Study: a Collection of Associated Vocabulary Groups for Senior Pupils. Arranged by W. TAYLOR. (1s. 3d. Brown.)

This unpretentious volume is strongly to be recommended and ought to prove widely useful, aiming, as it does, not only at the teaching of accurate spelling, but of derivation, word-building, and quick and correct use of a dictionary. The exercises are original and extremely well thought out, and the work involved in them could scarcely fail to enlarge the pupil's vocabulary and inspire in him a lasting interest in the study of words. For the many who never learn Latin or Greek, and for those who do not acquire enough familiarity with them to be able to trace the connexion with their own language, it should be invaluable.

The Return of the Native. By THOMAS HARDY. Edited by C. ALDRED. *Far from the Madding Crowd.* By THOMAS HARDY. Edited, with Introduction, and Notes, by C. ALDRED. (2s. 6d. net each. Macmillan.)

Here are two further additions of the works of Hardy to "The Scholar's Library." Sylvia Lynd contributes an interesting analysis of Hardy's position in English literature to *The Return of the Native*, and *Far from the Madding Crowd* is ably introduced by the Editor. Both volumes contain a number of notes.

Galsworthy in his Humour. (3s. 6d. net. Duckworth.)

A collection of snippets from Galsworthy's works, classified under headings such as "Of Nation and Empire," "England and the English," "Life," "Love," "Marriage," "Government," "The Press," "Law and Prisons," "Money and Finance," and many others, and illustrating his philosophy.

Joyous Stories from Music's Wonderland: Music Talks to the Children. By G. K. JONES. (1s. Macmillan.)

This is a fascinating and original account of the beginnings of music and musical instruments, with some anecdotes of great musicians, all told in the simplest language and illustrated by drawings of various instruments. No child could withstand it!

The Boys' Torch Adventure Library. No. 81. *The Loyalty of Rin Kong.* By C. E. ROBERTS. No. 82. *The Outpost.* By M. I. BAUMANN. No. 83. *Umtonga's Man-Hunt.* By H. G. PROCTOR. No. 84. *Karjo the Kidnapper.* By A. G. CASTLETON. (2d. each. Edinburgh House Press.)

The only drawback to these stirring tales is that they are too short—but where else could you get as much for twopence? Mr. Lee, in 84, a Chinese story, contrives in the course of a few pages to evolve a distinct personality. In 83 is shown an intimate reading of, and sympathy with, the unexpected workings of the mind of a superstitious and ignorant African native, Umtonga.

(1) *The Beacon Literary Readers.* Edited by J. COMPTON. Book IV: *Argosy.* 2s. 3d. Book V: *Good Adventure.* 2s. 6d. (Ginn.)
(2) *Reading for Action.* Book V. *Samples: a Book of Prose and Verse designed to make the Reader "Ask for More" at the Library.* Assembled by R. WILSON. (2s. 2d. Nelson.)

(1) The aim of these well-bound, well-printed books, which are plentifully adorned with woodcuts, many of them really beautiful, and all in accord with the spirit of the text, is not so much to furnish supplementary reading, as to form the pupil's literary taste. Hence, too, questions are set not so much for the purpose of testing his memory of the passage read, as to help him to assimilate the ideas contained in it, and to encourage him to express his own in various ways. The selections are of high merit and very varied. (2) Is a Reader pure and simple, well-bound and well-printed, and presenting an agreeable diversity of passages in prose and verse, some, like Sleepy Hollow, an account from *The Times* of a Comic Dog Show, being quite modern. The illustrations to this piece are very funny.

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(1) *Story-Time Books.* No. 14. *Friday Afternoon Stories—I.* No. 15. *Friday Afternoon Stories—II.* By FRANCES M. CAMPBELL. (6d. each.) No. 47. *William the Snail.* By JESSIE PAYNE. No. 48. *Boys at Play.* By J. W. MORRALL. No. 81. *Bill Browne Goes to China.* By JESSIE PAYNE. (5d. each.) No. 85. *The Story of Andrée.* By F. V. MONK and H. T. WINTER. (6d. Nelson.)

(2) *The Heritage Story Books.* Arranged by Dr. A. G. HUGHES. *Saints and Animals. Sindbad the Sailor. Legendary Beasts. Robin Hood.* (Paper, 6d. each. Limp Cloth, 9d. each. Longmans.)

(1) No. 48 gives a pleasant account of how two boys spent half-a-dozen Saturday holidays—one, on a visit to an agricultural show, another in seeing a blacksmith's forge at work, and a third on a descent into a mine. No. 81 is a fresh and interesting sketch of an English boy's visit to Shanghai and his stay with a Chinese family; while No. 85 gives the tremendous story of the Arctic adventures of Andrée and his two companions—a very moving tale! (2) A collection of stories of animals connected with the lives of saints, and of legendary beasts is a novel idea; the illustrations to the latter are many of them taken from museum pieces. "Things to do" and "Crossword Puzzles" will keep a class occupied when not reading.

The Teaching of English in India. By M. S. H. THOMPSON and H. G. WYATT. (4s. net. Oxford University Press.)

A third edition of Mr. Wyatt's book that first appeared in 1923. It has been revised and slightly modified by Mr. Thompson, and some fresh matter has been added. Though the author's have written primarily to throw light on the problems connected with the teaching of English to Indian school pupils, they draw on their own experiences in a way that will interest many teachers of English and of modern languages in this country. The book is a valuable contribution to the problems of language teaching.

Common Sense in the English Examination: a Modern Manual of Examination Practice. By S. SAVIGEAR. (5s. Pitman.)

The author claims that he has tackled two problems that the majority of teachers in secondary schools are prone to consider unsolvable—"How is it possible to justify the ways of examiners to candidates attempting preliminary English examinations such as the General School, London Matriculation," &c.?; and "In what way can the teacher of English successfully cover the requirements of an Examination syllabus without prejudicing his students for ever afterwards against the study of their native language and literature?" His answers are sound and comparatively orthodox, but it is difficult to find anything new or original in his advice to teacher and student. Moreover, he leaves it to the teacher to supplement the book "by the judicious addition of suitable examples."

Highways and Byways of English Literature. (1) *The Wreck of the "Golden Mary."* By CHARLES DICKENS and WILKIE COLLINS. (2) *Pioneers of Exploring.* By B. WEBSTER SMITH. (3) *The Toilers of the Sea.* By VICTOR HUGO. English Version by ISABEL C. FORTEY. (10d. each. Blackie.)

These provide a fund of good reading at very slight expense. (2) contains five narratives of explorations on the Amazon; in the deserts of Central Asia; on the north-east borders of India; and an outline of the *Challenger* and other expeditions.

Writing for Children. By G. J. H. NORTHCROFT. (3s. 6d. net. Black.)

This is an eminently useful and attractive book. Mr. Northcroft, late Editor of *The Boy's Own Paper*, is an authority on the subject, and has collected the views of a large number of popular writers of juvenile books on such topics as "Methods of work," "Plots for Juveniles." The book is therefore of great practical value to all would-be writers of children's books, of all ages. It is, moreover, a book to be read by all parents who take an interest in what their children read, or might read; and it will considerably assist uncles and aunts to make a wise selection of gifts for nieces and nephews. It is written in that refreshing style that makes reading a pleasure.

Writing for the Press. By L. RUSSELL. (3s. 6d. net. Black.)

This is another volume in The Writers' and Artists' Library. It is full of sound advice to those whose fingers itch to be writing. Miss Dorothy L. Sayers has contributed a witty chapter on "The King's English" in which she pokes fun at the jargon of politicians. It is a "live" book and we strongly recommend it to all teachers of English, as well as to school librarians.

Flowers of Speech: being Lectures in Words and Forms in Literature. By Sir JOHN SQUIRE. (4s. 6d. net. Allen & Unwin.)

Two series of six lectures, originally given over the wireless. Sir John Squire writes in a very interesting way of "Words," "The Art of Writing," "The Things behind Words," etc. In the second series on *The Enjoyment of Literary Forms* he deals with "Poetry," "The Essay," "The Novel," "The Play," "Biography," and "Criticism."

The Parker Chronicle (832–900). Edited by Dr. A. H. SMITH. (2s. Methuen.)

This addition to Methuen's Old English Library is edited with ample notes and a full introduction. It forms a complete section of the Chronicle, covering the earliest Danish invasions and Alfred's reign.

Day to Day Pamphlets. No. 29. *Revolution in Writing.* By C. D. LEWIS. (1s. 6d. The Hogarth Press.)

This pamphlet contains three essays, two of which have appeared previously—the first, on *The Revolution in Literature*, as a broadcast talk in the Youth Looks Ahead series; and the third, on *Revolutionaries and Poetry*, which was recently printed in *Left Review*.

Famous Fables. Collected and Retold by F. B. KIRKMAN. (1s. Nelson.)

What a Word! being an Account of the Principles and Progress of "The Word War" conducted in "Punch," to the great Improvement and Delight of the People, and the lasting Benefit of the King's English, with many Ingenious Exercises, and Horrible Examples. By A. P. HERBERT (6s. net. Methuen.)

A Junior Course of Analysis: with Supplementary Examples in Latin and French. By B. J. PENDLEBURY. (2s. Macmillan.)

Eothen. By A. W. KINGSLAKE. Edited, with an Introduction and Notes, by R. W. JEPSON. (2s. Longmans.)

Things to Come: a Film Story based on the Material Contained in his History of the Future, "The Shape of Things to Come." By H. G. WELLS. (3s. 6d. net. The Cresset Press.)

The Invisible Voices. By M. P. SHIEL. (7s. 6d. net. Richards.)

The Old Contemporaries. By E. V. LUCAS. (6s. net. Methuen.)

Macmillan's Infant Readers. Introductory Primer. 8d. Macmillan.)

An Introductory Course to Literature and the Arts. By M. McMullen. (2s. 6d. net. The Technical Press.)

The Kingsway Readers. Supplementary Books I and II. By R. BENNETT. (Manilla, 6d. each net. Limp Cloth, 8d. each net. Evans.)

The Kingsway Reading Cards. (1s. net. Evans.)

Improve Your English: a Practice Book in the Writing of English. By W. J. WESTON. Part I. (6d. net. Pitman.)

Thought in English Prose (Intermediate Edition): a Course for Schools. By A. J. COLES. (2s. Heinemann.)

An English-Anglo-Saxon Vocabulary. Compiled by the Rev. W. W. SKEAT. Centenary Edition. (2s. 6d. net. Oxford University Press.)

Methods and Models of Composition. By T. HENDERSON and R. D. THOMSON. (1s. 6d. Oliver & Boyd.)

Under the Greenwood Tree, or The Mellstock Quire: a Rural Painting of the Dutch School. (The Scholar's Library.) By THOMAS HARDY. Edited by ADRIAN ALINGTON. (2s. 6d. Macmillan.)

Wild Life Ways. By H. CORY. (1) *Queenie: the Bronco.* (2) *Rover: a Collie-Coyote.* (3) *The Beaver People.* (4) *Teddy Bear's Family.* (Stiff Paper Covers, 8d. each; Limp Cloth, 10d. each. University of London Press.)

The Land of Words. By R. K. and M. I. R. POLKINGHORNE. (Books I and II, Paper, 6d. each; Limp Cloth, 8d. each. Book III, Paper, 10d.; Limp Cloth, 1s. Book IV, Paper, 1s.; Limp Cloth, 1s. 2d. Bell.)

(*Continued on page* 808)

JUBILEE FILM: LONG LIVE THE KING.—This unique film, prepared by the Western Electric Company, which shows some of the more important phases of the life of King George, as well as interesting glimpses of domestic life, is a commemoration film of His Majesty's Jubilee Year. To those who were too young to remember some of the events shown, and to those who will obtain pleasure in seeing memorable scenes re-enacted, this film is an inspiring record of the first twenty-five years of a long and glorious reign.

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Poems for Youth. Selected and edited by Dr. A. S. CAIRNCROSS. (2s. 6d. Macmillan.)

This is a very attractive anthology, divided into three sections, *Narrative Poems* (including ballads), *Lyrical and Descriptive Poems, Wit and Humour*. It includes a good deal of modern, copyright material. The Editor has added some forty pages of notes, biographical and explanatory, and a set of questions on the Poems.

Introduction to Modern Poetry. By M. GILKES. (1s. 6d. Blackie.)

This book should supply a definite need, though less than half of it is devoted to a discussion of the aims and the technique of modern poets, of whom only four are even named. Rather, it is a survey of the conditions under which modern poetry is being written, and an attempt—most successful considering the limitations of space—to demonstrate the close and inevitable connexion between the poet and the world of ideas of his own day. The style is refreshingly lucid and homely.

Selections from Wordsworth : Poetry and Prose. Edited, with an Introduction, by Prof. B. I. EVANS. (2s. Methuen.)

A representative selection from Wordsworth's poems, arranged in chronological order, except for the sonnets. Books I and II of *The Prelude* are given in full, as well as the *Preface to the Lyrical Ballads*. The Editor has provided a useful introduction, and a few notes.

Practical Miming. By M. GERTRUDE PICKERSGILL. (5s. net. Pitman.)

The numerous illustrations add to the value of this book. The art of miming is gaining more and more recognition. The "mimed" episodes in revues, and the silent episodes in plays, and, above all, the films, have focused attention on the importance of this art. Those interested will find this a useful and a practical book.

A Midsummer Night's Dream. By WM. SHAKESPEARE. Edited by C. ALDRED. (2s. 6d. Macmillan.)

Here are two more of Shakespeare's plays in the well-known Scholar's Library. For *A Midsummer Night's Dream* Mr. Walter De La Mare has written a very interesting introduction of some forty pages.

The Amateur Actor. By FRANCES MACKENZIE. (2s. 6d. net. Nelson.)

The author draws on her experience on the professional stage, and as organizing director of Drama Schools for the British Drama League. She offers practical advice on speech, movement, gesture, creation of atmosphere and other problems, and has supplied useful illustrations and exercises.

Plays Without Fees. Selected by J. HAMPDEN. (2s. Nelson.)

There is plenty of variety in the six one-act plays here collected. Four of them are published for the first time.

Dramatic Verse from Shakespeare and his Contemporaries : an Anthology for Verse-Speakers and Schools. Selected and Edited by R. L. MÉGROZ. (2s. 6d. net. Pitman.)

Three-fourths of the passages selected are from Shakespeare. The other dramatists represented are Marlowe, Kyd, Tourneur, Beaumont, and Fletcher, Ben Jonson, Ford, and Massinger.

(1) *Youngheart and Other Plays*.
(2) *Plays for Girls and Boys*. With Notes on Simple Production. By LILIAN CORNELIUS. (3s. 6d. net each. Allen & Unwin.)

(1) The plays in the first volume are serious and dignified, written with an earnest purpose, "Youngheart" itself being a sort of "Everyman" for children. The quaintly named "Fitting Shop : a Morality" has already been successfully produced. "The Children's Gifts" is a Nativity Play. "The Way of Service" is made up of successive scenes from the Old Testament, mostly expressed in Biblical language, and linked up by verses spoken by a Chorus. In (2), two plays for boys are adapted from Stevenson's *Kidnapped*, the actual words of the author being used wherever possible. "At the Pictures" is a farcical sketch, and there are also three fairy-tale plays.

Little Plays from English Drama. Edited and Arranged for Acting by ROSALIND VALLANCE. (1s. 3d. Nelson.) S

This little volume is on similar lines to the two volumes of *Little Plays from Shakespeare*. The extracts are so arranged as to make short complete plays. They include adaptations of *The School for Scandal, The Rivals, She Stoops to Conquer, Comus, The Shoemaker's Holiday*, Marlowe's *Faustus*, and the anonymous *The World and the Child*.

The Pardoner's Tale. By CHAUCER. Edited by C. BROWN. (2s. 6d. Clarendon Press.)

Beginners Please! A Collection of Plays. By J. COMPTON. (2s. 6d. Methuen.)

The Year Book Press Series of Plays. (1) *I Saw a Star*. By B. MERIVALE. (2) *Fancy Dress*. By B. MERIVALE. (3) *Compromise*. By R. GOW. (4) "*Created He Them*." By CHARLOTTE BACON. (5) *Circumstantial Evidence*. By G. H. GRIMALDI. (6) *The Stoics*. By H. AGG. (7) *St. Anthony's Eve*. By G. HARDY. (8) *Eleven A.M*. By MARION REID-JAMIESON. (9) "*After the Event*." By H. R. WILLIAMSON. (10) *Wives and—Mothers*. By B. MERIVALE. (11) *All Night Service*. By B. MERIVALE. (12) *Captivity*. By E. L. BARRITT. (13) *Joshua*. By S. L. BENSUSAN. (14) *The Wise Woman*. By S. L. BENSUSAN. (1s. net each. Deane The Year Book Press.)

Village Drama Society Plays. (1) *Stratagems*. By F. A. HYDE. (2) *Jonathan's Day*. By H. FLATHER. (3) *Maid's Judgment*. By MARGARET ASHWORTH. (4) *The Deaf Man*. By AIMEE SCOTT. (5) *The Fugitive*. By V. TARGUSE. (1s. net each. Deane The Year Book Press.)

Rhythm in English Poetry. By Sir STANLEY LEATHES. (5s. net. Heinemann.)

Infernal Birthday : a Satirical Comedy in One Act. By N. K. SMITH. (1s. net. Allen & Unwin.)

The New Book of English Verse. Edited by C. WILLIAMS. 7s. 6d. net. Gollancz.)

The Dramatic Purpose of Hamlet. By Dr. J. H. E. BROCK. (2s. 6d. net. Cambridge : Heffer.)

The Winter's Tale. By WM. SHAKESPEARE. (The Scholar's Library.) Edited by G. BOAS. (2s. 6d. Macmillan.)

DRAMATIC PRODUCTION.—A New Year Vacation School of Dramatic Production, organized by the Little Theatre, Citizen House, Bath, will be held at the Everyman Theatre, Hampstead, in two alternative sessions (each complete in itself); from December 28 to January 5, and from January 3 to January 12. These courses include a thoroughly practical and individual training in every branch of play production and stage technique. Acting parts are guaranteed to every member, if desired, and public performances are given at the close of each course. The plays produced include Shakespearean, eighteenth-century, and every type of modern drama, including poetic drama and phantasy, plays especially suitable for schools and communities, so that every member obtains as wide a knowledge as possible of every form of production. The schools organized by Citizen House, in Bath, and London, are the only schools in the country in which every detail of the work is undertaken in actual theatres, and consequently they are of the most practical and helpful helpful nature. By courtesy of West End managements, members of the courses are allowed to study back-of-the-stage organization in the wings of the big theatres, and this practical experience is an invaluable asset in their work of stage management. Early application for membership should be made to the Hon. Secretary, Little Theatre, Citizen House, Bath.

* * *

ANNUAL CONFERENCE OF EDUCATIONAL ASSOCIATIONS.—On December 30, University College, London, will once again be the scene of the Conference of Educational Associations. This is the twenty-fourth year that the Conference has been held, and there will be meetings, lectures, and exhibitions throughout the week, until January 4. The president of this year's Conference is Miss Margery Fry, J.P., late Principal of Somerville College, and on December 30, at 5 p.m., she will open the Conference with her presidential address : "The Yield of the Universities." Forty-two affiliated associations will be holding sectional meetings. They will unite on Thursday, January 2, for a joint conference on "Freedom and Discipline in Education," at which the chief speakers will be Prof. de Burgh, Lady Ernest Simon, Mr. P. H. B. Lyon, and Mr. Ernest Raymond. The Central Council for School Broadcasting is organizing a special meeting, with a lecture on "Sight and Sound : some Problems in the Future of School Broadcasting." Also, the British Film Institute is arranging a large demonstration in the Dominion Theatre on Saturday morning, January 4. Exhibits of books, pictures, and school handwork and equipment will be on view throughout the week, and there will be demonstrations and exhibits by the Columbia and His Master's Voice Companies, and by the Linguaphone Institute. As before, many outings of educational interest in and near London are being arranged for the Conference members, and a performance of two of the "Little Plays of St. Francis" is being kindly given by the College Dramatic Society. Arrangements for meetings, exhibitions, &c., are not yet complete. Full information on all the activities will be included in the book programme to be published about the middle of December and to be obtained from the Conference Office, 29 Gordon Square, W.C. 1 (price 3d., post free.)

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GEOGRAPHY

The Spirit of Ireland. By L. DOYLE. (7s. 6d. net. Batsford.)

The Spirit of Ireland is not a guide book for tourists but a work for the general reader in which the author records the impressions made on himself by the different parts of the country. Six sections are devoted to the Irish Free State and two to Northern Ireland; in all these sections, the descriptions of the scenery and the people are particularly well written while shrewd information and witty comments occur throughout the chapters. The illustrations are excellent and include 130 photographs, three coloured pictures and several pen drawings.

(1) *The Daily Telegraph Map of Abyssinia*, in 6 colours. (6d. G. Philip and Son)

(2) *World-Wide Geography Practical Note Books: for Senior Schools.* By J. H. STEMBRIDGE and S. E. WILLIAMS. Book 1. North and South America. Book 2. Africa, Asia and Australia. Book 3. Europe. Book 4. The British Isles. (9d. each. Oxford University Press.)

(1) At the present time, a large scale map of Abyssinia is needed by those who are trying to follow the military movements in this little known country. For this purpose the *Daily Telegraph* map (scale 65 ml. to the in.) is a very useful one as it shows Abyssinia and the surrounding territories in different colours, place names are clearly printed and highland ridges are indicated with shading. Watercourses, railways, caravan routes and tracks are also plainly inserted. (2) From the Oxford University Press comes a well-designed set of Note Books for individual work by Senior pupils. The exercises have been carefully prepared so as to provide a systematic course of practical work. When the exercises have been completed, the pupil will possess a record of his own work which will be of great value to him for revision purposes.

A Geography of Europe. By H. ALNWICK. (3s. 6d. Harrap.)

The aim of this geography is to provide an orderly course of study and at the same time to enable pupils to cope with the requirements of the syllabuses of the various School Certificate Examinations. The countries of Europe are dealt with in groups under headings such as the following: The Baltic States, The European Plain, the Basin of the Rhine, the Mediterranean Lands, the Basin of the Danube. The essential features of each country are carefully explained and the various sections are full of up-to-date information. Each part of the text is accompanied by a series of exercises and selected tables of statistics; there are also very satisfactory illustrations of pictures, sketch maps and diagrams.

The World and its Peoples: Showing the Influence of Nature upon Man in Different parts of the World. By E. R. SHEARMUR. Fourth Edition. (1s. 9d. Johnston.)

The contents of this geography include an account of man's activities in a number of natural regions such as Tundras, Grasslands and Deserts, followed by an account of man's work in industrial regions and of the methods by which goods are transported. The descriptions are written in an interesting style and exercises for individual work are given at the end of each chapter. These features, together with well selected picture illustrations combine to make an attractive textbook for young children.

The Regions of the World in Pictures. Set IV. *South Africa.* Selected, and with Descriptive Notes, by G. J. CONS. (1s. 3d. per set. University of London Press.)

Harrap's Geography Picture Summaries. Selected and Edited by S. J. B. WHYBROW and H. E. EDWARDS. Set III. *England: The South.* (1s. 4d. each set. Harrap.)

A Progressive Geography. By C. B. THURSTON. Book I. *The Home Region and the Homeland.* Book II. *Africa and Australasia.* (2s. 3d. each.). Book III. *America.* (2s. 6d.) Book IV. *Eurasia.* (2s. 9d.) Book V. *The World.* (5s.) Revised Edition. (Arnold.)

Laboratory Manual in the Geography of North America: for College Students. Second Edition, Revised by Prof. F. F. CUNNINGHAM. (6s. net. New York: Wiley. London: Chapman & Hall.)

A Geography of the British Empire. By W. L. BUNTING and H. L. COLLEN. (6s. Cambridge University Press.)

Jack and Jill in Many Lands. Book IV. *Greece, Italy and N. Africa.* By AGNES CANHAM. (11d. Brown.)

HISTORY

Senate and Provinces, 78–49 B.C.: Some Aspects of Foreign Policy and Provincial Relations of the Senate during the closing years of the Roman Republic. By J. M. COBBAN. (8s. 6d. net. Cambridge University Press.)

An able and scholarly essay which won the Thirlwall Prize in the University of Cambridge this year. It treats of the ambitions and activities of those outstanding Romans, Sulla, Cæsar, Pompey, Crassus, and Cicero. But it is primarily concerned with the Roman Government of the provinces during the closing years of the Republic. It examines the ways in which the Senate sought to keep control, and shows the causes of its ultimate failure. It reveals the Principate as necessary and inevitable.

General Rigby, Zanzibar and the Slave Trade, with Journals, Dispatches, &c. Edited by his daughter, Mrs. C. E. B. RUSSELL. (16s. net. Allen & Unwin.)

Just fifty years have elapsed since General Christopher Rigby died at the age of 65. His biography, based largely upon his diaries, has now belatedly been compiled through the piety of his daughter. It is a work that was well worth the labour spent upon it. For Rigby was an interesting and important man. He saw service in India, Arabia, Russia, and Persia; but it was when he was appointed to Zanzibar in 1858 that his real life work began. It was largely through him that the slave-trade in East Africa was suppressed, and this work gives a fascinating account of his beneficent labours in the cause of human freedom.

Makers of England. By N. H. GIBBS and L. W. T. GIBBS. Book I. *Medieval Times.* Book II. *Early Modern Times.* Book III. *Later Modern Times.* (Cloth Boards, 2s. each. Limp Cloth, 1s. 9d. each. Oxford University Press.)

A clever attempt to give a coherent outline of English history through the medium of carefully selected biographies. The selection is sound, the writing excellent, and the illustrations superb. Each volume contains fourteen sketches, so that the three together give one sketch for each week of the calendar year.

Map of Gaul to illustrate Caesar's Campaigns. (Mounted, 14s. Johnston.)

Short History of New Zealand. By Dr. J. B. CONDLIFFE and W. T. G. AIREY. Fifth Edition, Extensively Revised. (4s. 6d. net. New Zealand: Whitcombe & Tombs. London: Allen & Unwin.)

A Century of Municipal Progress, 1835–1935. Edited by Prof. H. J. LASKI, Dr. W. I. JENNINGS and Dr. W. A. ROBSON. (21s. net. Allen & Unwin.)

The English Monarchy from Alfred the Great to King George V. (2s. Eno.)

The Story of the World: for Young People. By Mabel C. PAINE. Vol. II. Books 3 and 4. *The Story of the People who Lived from 1500.* (7s. 6d. net. Muller.)

The Great Illusion. By NORMAN ANGELL. Cheap Edition. (3s. 6d. net. Heinemann.)

A History of the Roman World from A.D. 138 to 337. By H. M. D. PARKER. (15s. net. Methuen.)

English Radicalism, 1832-52. By Dr. S. MACCOBY. (16s. net. Allen & Unwin.)

An Introduction to the Economic History of the British Empire. By C. M. MACINNES. (7s. 6d. net. Rivingtons.)

Poland and Her Economic Development. By Dr. R. GÓRECKI. (3s. 6d. net. Allen & Unwin.)

The British Empire and Commonwealth: a History for Senior Schools. By J. A. WILLIAMSON. (6s. Macmillan.)

The British Empire to 1783: Its Political, Social and Economic Development. By Prof. A. P. NEWTON. (5s. Methuen.)

Mr. Arnold Silcock asks us to state that the book by him announced in the Autumn List of the Clarendon Press and the Oxford University Press and in our November issue (page 722) as *A History of Chinese Art* is to be entitled *An Introduction to Chinese Art.*

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MODERN LANGUAGES

Le Rouge et Noir. By STENDHAL. Abridged and Edited by M. F. DUFOUR. (3s. Black.)

L'Arc-en-Ciel : Des Histoires de Toutes les Couleurs. (2s. 6d. Black.)

Contes de France. Edited by V. COHEN. (2s. 6d. Bell.)

Légendes et Contes de France. Racontés par Dr. F. A. HEDGCOCK et Prof. R. HUGUES. (2s. 3d. University of London Press.)

These four readers appeal to different types of learners. Stendhal's greatest novel, with one exception, will interest an upper form and help a study of French literature. The text has been carefully abridged and expurgated, while the narrative runs evenly. The introduction in French tells of the author and the true story on which the novel is founded, the Berthet case. The first of the realists is not known well enough in England. The second book would serve a third year form. It contains, as its name connotes, short stories of all kinds—Dumas' *Chasseur d'Aigles*, Loti's *Mort de Sylvestre*, Rostand's *Nez de Cyrano*, Daudet's *La Dernière Classe*, and others from Voltaire, Victor Hugo, Molière, Balzac, Mérimée, and Maupassant. There are no notes, but a full vocabulary. The third would do for pupils in the two years preceding the Certificate Examination. On the left hand page is the text, on the right are notes, translation of the rarer words, and questions on the text. At the end are grammar exercises and reproductions. The editor has endeavoured to combine the good points of the old and new methods. Messrs. Hedgcock and Hugues' book is intended for third year pupils. It is a collection of legends from provincial sources, which have been carefully chosen and will probably be new to English teachers and students. There are notes explained in French, illustrations, and a full vocabulary.

Macmillan's School-Certificate and Matriculation French Course. Part II. By O. SIEPMANN. (3s. Macmillan.)

Mr. Siepman's work for the improvement of French teaching in England is recognized on all sides. His wide experience has enabled him to produce an excellent course for School Certificate and Matriculation candidates. He begins this second part with a description of French sounds and pronunciation. The reader consists of descriptive accounts of two important French provinces—Touraine and Burgundy. This is followed by a short view of French history, notes on the personages mentioned in the text, vocabulary, and a large assortment of exercises. The book is produced with all the taste for which the publishers are noted.

Un Mystérieux Message. By J. J. RENAUD. Adapted and Edited by Dr. W. G. HARTOG. (1s. 6d. Gregg Publishing Co.)

Dr. Hartog has adapted and edited a French thriller for rapid reading. Older students might read it during week-ends to relieve more serious study.

Douze Contes Faciles. By B. YANDELL. (1s. 6d. Bell.)

Mr. Yandell's series of graduated readers is now complete. It contains nine grades, and this is the most elementary. It could be begun at the end of the first year. The text is quite easy, and more than half the book is taken up with exercises and vocabulary.

L'Île Sans Nom. By M. LEVEL. Edited by J. D. ANDREWS. (1s. 6d. Blackie.)

Jusqu'à la Lune en Fusée Aérienne. By O. HANSTEIN. Edited from the Edition adapted by TANCRÈDE VALLEREY, with Notes and Vocabulary, by J. D. ANDREWS. (1s. 6d. Blackie.)

These two exciting Jules Verne stories should be read rapidly by a middle form.

Preparatory School French. By GRACE SANDWITH. Part I. (2s. 6d. net. Winchester : Warren.)

The author of this well-produced book is no believer in phonetics or the so-called direct method. She has written an interesting course which in the hands of a teacher speaking French should produce excellent results.

Essentials of Modern German Grammar. By J. A. CORBETT. (3s. Harrap.)

As Mr. Corbett says in his preface, every student must have a certain nucleus of grammar and a book of reference when he finds his nucleus not large enough. Until he reaches the university this book will suffice the student. It is especially strong in its treatment of the prepositions which prove so difficult to foreigners.

Primer of German Prose Composition. By W. B. DONALD. (3s. Harrap.)

Simplified Prose Composition in German. By H. AWTY. (1s. 6d. Harrap.)

Two useful primers for beginners in writing German.

A Quick-Reference German Grammar, or, Aids to German Composition. By A. V. IRELAND. (7s. 6d. Methuen.)

This will prove a most useful stand-by for the examination candidate who needs to be able to refer quickly to a certain rule. He does not need long discussions on difficult points nor a complete list of exceptions. These latter are for the serious student who is going far. All the candidate needs is a short rule or list that will serve him well in his test.

Modern Italian-English Conversations. Italian by C. T. SAMBUCETTI and F. TAVANI. English by P. DUPAYS. (2s. Pitman.)

These conversations would be useful for travellers. The Italian is on one page and the English on the opposite one.

The Third French Course for Seniors. By H. F. KYNASTON-SNELL. (3s. net. Gregg Publishing Co.)

This is a continuation of a course we have noticed before. Each lesson has translations in the margin of the reading, followed by grammar and translation exercises.

Nelson's French Word-Count Reader. By Dr. MARJORIE CHAPLYN. (1s. 6d. Nelson.)

More Elementary French Composition. By Dr. R. L. G. RITCHIE. (1s. 6d. Nelson.)

Contes Nouveaux. By J. B. H. SIMPSON. (1s. 6d. Bell.)

Senior French Unseens : Fifty-five Passages for Sight Translation. Selected by Dr. W. M. DANIELS. (8d. Harrap.)

L'Arche de Noé : Recueil d'Histoires d'Animaux et d'Oiseaux. (2s. 6d. Black.)

Zalacaín el Aventurero. By P. BAROJA. (3s. 6d. Black.)

School Certificate German Translation : Prose and Verse Passages, with Exercises. By J. RIVERS and A. WILSON. (2s. 6d. Macmillan.)

The Basis and Essentials of German. By C. DUFF and R. FREUND. *The Basis and Essentials of French. The Basis and Essentials of Spanish.* By C. DUFF. Containing all that must be known of Grammar and Vocabulary in order to express the most frequently recurring ideas. (3s. 6d. net. each. Nelson.)

Baron d'Holbach : a Prelude to the French Revolution. By W. H. WICKWAR. (7s. 6d. net. Allen & Unwin.)

"Let's Go to Paris" : Practical Travel Talks in French and English. By Prof. A. H. WINTER and Mlle A. ETMOCEL. (1s. Harrap.)

Lectures pour Débutants. By M. S. PARGMENT. (2s. 3d. Harrap.)

Le Parfum de la Dame en Noir. By G. LEROUX. Adapted and Edited by M. F. SKEAT. (1s. 9d. Macmillan.)

Andromaque. By RACINE. Edited by Prof. O. H. FYNES-CLINTON. (3s. Macmillan.)

Primer of German Prose Composition. By C. D'O. GOWAN. (1s. 6d. Harrap.)

A Quick-Reference German Grammar, or, Aids to German Composition. By A. V. IRELAND. (1s. 6d. Methuen.)

A Book of French Idioms : a Miscellany for the Use of Schools and Private Students. By Mme ADÈLE CRABTREE. (1s. 3d. Pitman.)

Pitman's French Course. By V. F. HIBBERD. Third Edition. (1s. 3d. net. Pitman.)

Segundas Lecciones de Español. By C. M. DORADO. Edited by MARÍA DE LAGUNA. (3s. 9d. Ginn.)

A First Russian Reader. By ANNA H. SEMEONOFF. (3s. 6d. net. Dent.)

A Manual of Modern Spanish. By L. C. HARMER and F. J. NORTON. (10s. 6d. University Tutorial Press.)

Acht Kurzweilige Geschichten. Von P. ERNST, RODA RODA, F. MULLER, und andern. Adapted and Edited, with Questionnaires, &c., by W. R. H. CARLING. (1s. 6d. Bell.)

Abenteuergeschichten : Drei Erzählungen von F. GERSTÄCKER, M. VON LA ROCHE, and O. VON HANSTEIN. Adapted and Edited, with Exercises, &c., by A. W. WALKER. (2s. Bell.)

Von Grossen und Kleinen Schelmen. Ten Stories Adapted and Edited, with Exercises, &c., by L. J. RUSSON. (2s. Bell.)

Mon Cher Tommy. By M. PRÉVOST. Edited by FLORENTINE B. JASSOGNE and MILDRED SEVERANCE. (2s. 6d. Harrap.)

A Rational French Course. Part III. By Dr. J. W. SKINNER and G. S. EDWARDS. (2s. 6d. Harrap.)

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PHILOSOPHY AND PSYCHOLOGY

Plato's Thought. By Prof. G. M. A. GRUBE. (12s. 6d. net. Methuen.)

Prof. Grube's exposition of Plato's philosophy is intended for all who are interested in Plato. His method is to give as complete and concise an account as possible of what Plato actually said, as recorded in the Dialogues, on the main themes which compose the fabric of his thought. These themes, in the order here adopted, are the theory of ideas, pleasure, eros, the nature of the soul, the Gods, art, education, and statecraft. The reader is not confused by elaborate discussions of disputed points; the author gives the interpretation that seems to him to be correct, relegating to footnotes and appendices matter appealing only to the specialist. The result is that an adequate comprehension of Plato's views, scattered unsystematically through his writings, is facilitated by a straightforward and orderly synthesis of them, which should be intelligible to the general reader. The author has aimed at clarity, and one cannot but admire the skill with which he has achieved it.

The Thinker's Library, No. 55. *What are we to do with our Lives?* By H. G. WELLS. (1s. net. Watts.)

Mr. Wells has written this little book to replace *The Open Conspiracy* (1928) which he has withdrawn from circulation. Like its predecessor the book conveys the general idea of a world reconstructed, but is far more definite about the particular way in which individuals can live lives in harmony with this general idea. It calls for clear thinking and the accumulation of knowledge, to be followed by constructive work toward the establishment of a scientific world commonweal.

Moray House Tests, Nos. 10 and 11a. By Prof. G. H. THOMSON. With Manual of Instructions. (9d. each set. University of London Press.)

These tests were prepared for children aged 11 plus, sitting for the junior scholarship examination and were given to such large numbers that the norms obtained must have a very fair degree of accuracy. Test No. 10 was specially made for English children and has been used by six areas with 5,198 children. Each test booklet contains three alternative forms of the whole test and the manual of instructions includes a table by which the child's marks can be turned into his Standard Score, *i.e.* a mark which shows his standing in a representative group of children all exactly as old as himself.

Personal Psychology. By MORLEY DAINOW. (Pitmans. 5s.)

Of the importance of personal psychology to teachers, there can be no question. Mr. Dainow discusses in non-technical language how personal difficulties arise, how the mind works, character, ideals, habits, temperament, personality; and draws freely both on personal experience and on wide reading. No personality can be fully developed without storm and stress, as Goethe said; but it is useful to be able to share the knowledge and experience of others. We should have expected Mr. Dainow to lay greater stress on physical health. New evidence of the relations of mind and body is forthcoming almost daily, and is affecting attitudes towards personal conduct, sex life, physical training. Whether life is worth living depends on the liver.

Personality Development in Young Children. By HELEN MCM. BOTT. (6s. 6d. net. University of Toronto Press. London: Oxford University Press.)

A useful contribution to the psychology of childhood. The author and her assistants at the University of Toronto have had considerable experience in the careful observation and recording of the behaviour of young children, and they undertook the work reported in this volume with two main purposes: first, to evolve a scheme of categories in terms of objectively observable behaviour which should do justice to essential forms of personality; secondly, to test this plan of classification as a means of distinguishing common from individual traits. At the same time they were anxious to avoid the errors of a purely analytic method, and to maintain the synthesis of personality. The methods they adopted were very carefully thought out, and the results presented are extremely interesting. It is to be hoped that the book will stimulate English investigators to repeat the work with different groups of children in this country.

The Chemistry of Thought: Introducing a New Basis for the Descriptive Analysis of Constructive Thought and Creative Imagination. By CLAUDE A. CLAREMONT. (8s. 6d. net. Allen & Unwin.)

William James once said that psychology was no science, but only the hope of a science. If he had lived till now, he might have repeated his remark with stronger emphasis. For have we not our tomes entitled *Psychologies of* 1925 and *Psychologies of* 1930, no doubt to be followed by *Psychologies of* 1935; and have we not our attempts to reconcile contemporary schools of Psychology? Mr. Claremont makes a good start by reviewing the psychological situation, and we think he is quite right in summing it up as a foray of researching efforts, each different from the rest, and each capable of seeing only one set, or one kind, of facts. He suggests, however, that although the many schools of psychology speak with diverse tongues, yet they may yield material for the solution of some particular problem which any one of them by itself is incompetent to solve. The problem to which he addresses himself is the psychology of thought. And if he differs from psychologists of eminence, and has a solution of his own, based upon observation and experience, why not, seeing that the disagreeing doctors cannot help us much? At any rate, his treatment is fresh and original, and well-informed; and if he is closely identified with one particular brand of pedagogy, his work is none the less valuable to all trainers of the child mind.

Understanding Yourself: the Mental Hygiene of Personality. By E. R. GROVES. (7s. 6d. net. Allen & Unwin.)

Child Psychology. By Prof. J. J. B. MORGAN. Revised Edition. (8s. 6d. net. Harrap.)

Testing Children's Development from Birth to School Age. By Prof. CHARLOTTE BEUHLER and Prof. HILDEGARD HETZER. Translated from the First German Edition by Prof H. BEAUMONT. (12s. 6d. net. Allen & Unwin.)

RELIGIOUS KNOWLEDGE

The Modern Meaning of the Bible. Edited by R. B. HENDERSON. (10s. a dozen. Modern Churchmen's Union.)

This little book—remarkably cheap at the price—is commended by Dr. Cyril Norwood in a foreword. It is an attempt to present the Bible's meaning for to-day—no easy task in sixty-one pages; and it takes its stand firmly on the work of modern critical scholarship. We hope that it will be widely read—it would form a good foundation for discussion in a sixth form or a study circle. Mr. Henderson's two essays, "The Life of Jesus" and "The Teaching of Jesus" are sound and readable; we suggest that the other two essays in the book, "The Meaning of the Old Testament" and "The Meaning of the New Testament," should be recast in the next edition—they would gain by concentrating more on the religious thought of the Bible as a whole, and less on the critical problems of individual writings.

Western Christian Thought in the Middle Ages: an Essay in Interpretation. By Dr. S. H. MELLONE. (7s. 6d. net. Blackwood.)

The Old Testament Omnibus Book: the Great Stories of the Old Testament and the Apocrypha. Collected and Arranged by A. C. HANNAY. (6s. net. Williams & Norgate.)

When the Church was very Young. By E. G. LOOSLEY. (3s. 6d. net. Allen & Unwin.)

New Testament Stories Retold. By MARGARET MCCREA. (2s. 6d. net. Evans.)

The Christian Social Tradition. By R. TRIBE. (Paper, 3s. 6d.; Cloth, 5s. S.P.C.K.)

The Book of Job. Edited, with an Introduction, by Dr. A. NAIRNE. (4s. 6d. net. Cambridge University Press.)

The Catholic Faith in Public Schools. By the Rev. F. G. BARING and the Rev. G. J. INCE. (4s. 6d. net. Williams & Norgate).

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SCIENCE

An Introduction to Physical Science. By Prof. C. W. MILLER. Second Edition. (15s. net. New York: Wiley. London: Chapman & Hall.)

In this edition a chapter has been added which deals with the neutron and the positive electron.

The Principles of Heredity. By Prof. L. H. SNYDER. (12s. 6d. Heath.)

This is an important addition to the literature of heredity and genetics, and should find a place on the shelves of all who are interested in these subjects. It is an advanced book, probably beyond students at school age, and includes results of recent experimental breeding. Prof. Snyder writes with exceptional lucidity, and enables the reader to follow the lines of reasoning which have led to the understanding of the behaviour of chromosomes and their constituent genes in many of the complex cases which at first appeared so baffling. Human inheritance, too, receives ample attention.

Magic in the Woods: a Story-Book of Trees. By G. H. BROWNING. (3s. 6d. Burns, Oates & Washbourne.)

Legends and myths relating to trees form a large part of this pleasantly-written book. The description of the species is accurate, though rather superficial, and some mention is made of their respective officinal uses.

How to Identify Trees and Shrubs from Leaves or Twigs in Summer or Winter. By C. T. PRIME and R. J. DEACOCK. (1s. net. Cambridge: Heffer.)

The dichotomous keys in this booklet render easy the identification of the majority of our trees and shrubs. The larger characteristics alone are considered, so that the minuter details remain for discovery by personal observation.

Botany as an Experimental Science in Laboratory and Garden. By Dr. LILIAN CLARKE. (6s. net. Oxford University Press.)

This account of the late Dr. Clarke's work at the James Allen's Girls' School is most stimulating, and will surely create a desire for the application of similar methods in other schools. With the varied habitats that she caused to be constructed she did indeed succeed in making her school garden an outdoor laboratory.

The Folklore of Morocco. By Dr. FRANÇOISE LEGEY. Translated from the French by LUCY HOTZ. (12s. 6d. net. Allen & Unwin.)

As a doctor Mme Legey, during a residence of fifteen years in Morocco, has had exceptional opportunities of collecting popular beliefs among all classes of society from the highest to the lowest and on the most intimate terms. Of these opportunities she has not failed to take full advantage; and although her book is not systematic in the sense of the scientific folklorist, it provides ample material for an intimate view of the ways of thought of a people, who in mentality hover half-way between the code of Islam and a complex of magical beliefs rooted in North Africa, and even more remotely in a primitive Mediterranean. As a woman Mme Legey was admitted to the *arcana* of Moroccan womanhood. In their special province of love, sex, birth, and the early care of children, she has collected a store of curious and, in a psychological sense, instructive material, much of it new and all of the greatest interest to the student. The subject of sterility—of the greatest import in a country in which fertility is the first essential in woman—naturally figures prominently. But Morocco is changing: the *djinn*, so the people say, are withdrawing to the mountains and are rarely seen. Mme Legey has been fortunate, and we through her, in catching these glimpses of them before they vanish utterly.

Modern Science. Book II. *Chemistry.* By G. W. MANFIELD. (2s. 3d. Macmillan.)

This book gives a simple outline of elementary chemistry for complete beginners, and is distinguished by the care which has obviously been taken in its composition. It is fully illustrated, and makes many contacts with daily life. For senior schools, and for the lower forms of secondary schools, it should take high place among the best of its class.

The World Around Us: a Short Account of the Heavenly Bodies. By H. W. ALLAM. (1s. 3d. Macmillan.)

Most children are interested in the heavenly bodies, but there is probably no branch of science in which the average teacher and parent are less versed than astronomy. Elementary books on the subject are therefore bound to find a ready market, if they are sufficiently simple and accurate, as is, for example, Sir Richard Gregory's *The Vault of Heaven.* Mr. Allam's book caters for a younger audience than Sir Richard's, but possesses the same qualities of perspicuity and attractiveness. We warmly recommend it; we have indeed tried parts of it on an intelligent boy of 6, and found that he confirmed our approval.

Relativity: an Elementary Explanation of the Space-time Relations as established by Minkowski, and a Discussion of Gravitational Theory based thereon. By Dr. F. W. LANCHESTER. (12s. net. Constable.)

Dr. Lanchester has here made a valiant, and we think successful, attempt to explain the main features of the theory of relativity, and its implications, to those readers whose mathematical equipment is of the slenderest. It seems to us that this is a much more sensible plan than to try to do without mathematics altogether, for the plain fact is that the theory of relativity is essentially mathematical, and inherently incapable of translation into non-mathematical terms. Dr. Lanchester, however, has so succeeded in simplifying his arguments that any one with mathematics of matriculation standard should be able to follow him, given sufficient application. The book should do much to remove haziness and woolly-mindedness over relativity, and we wish it *bon voyage*.

Garden Science. By Dr. JOHN GRAINGER. (4s. 6d. net. University of London Press.)

Though primarily intended for schools, the contents of this excellent book will add to the interest and knowledge of all garden-lovers, especially if their practice is based on rule of thumb. The opening chapters deal with plant physiology: they are followed by accounts of the methods of propagation, and of the diseases of plants, including some of the results of research on viruses. The two Appendices, Experimental Method and the Planning of Experiments, and the Planning of a School Garden are very helpful.

A History of Science and its Relations with Philosophy and Religion. By W. C. D. DAMPIER-WHETHAM. Cheap Edition. (8s. 6d. net. Cambridge University Press.)

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Cambridge Readings in the Literature of Science: being Extracts from the Writings of Men of Science to illustrate the Development of Scientific Thought. Arranged by W. C. D. DAMPIER-WHETHAM and MARGARET DAMPIER-WHETHAM (Mrs. BRUCE ANDERSON.) Cheap Edition. (3s. 6d. net. Cambridge University Press.)

The appearance in a cheaper form of these three admirable books by Sir William Dampier should bring them within the reach of all schools where science is studied. The first and third are indispensable to the well equipped science library; the second, however, is a little out of date, and could usefully have been revised before re-issue; thus on page 21 we read, "We now (1924) know 87 elements." Obsolescence is fatal to a scientific textbook; when it could so easily have been rectified the opportunity should not have been neglected. The first book is, of course, a classic; but here again revision of detail might have been made with advantage.

Physical Principles and Applications of Magneto-chemistry. By Prof. S. S. BHATNAGAR and Dr. K. N. MATHUR. (21s. net. Macmillan.)

Although the word "magnetochemie" was the title of a German book published by Prof. Wedekind in 1911, the authors claim that this is the first book in the English language on the chemical side of magnetism or the magnetic side of chemistry. The production of this volume, written by two Indian physicists, is significant of the rapid development of physical research in that great country. Further evidence of this progress is to be found in the references to scientific literature at the end of each chapter, where the names of Indian investigators are prominent. The authors have themselves contributed not a little to the progress of the science of which they write, Dr. Bhatnagar being Professor of Physical Chemistry in Lahore and Dr. Mathur, Lecturer in Lucknow. The first two chapters, dealing with early magetism and fundamental principles are perhaps somewhat slight, but when the authors get into their stride and deal with subjects in which they have specialized the pace improves with the style. The volume contains a good and detailed account of the subject of magnetochemistry, and a word of praise must be spared for the diagrams and very complete index.

(*Continued on page* 814)

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MISCELLANEOUS PUBLICATIONS

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The bound volume for 1935 of the *Woman's Magazine,* now available, once more offers a pot-pourri of reading matter. It comprises two serials, short stories and poems in plenty, articles on a large variety of subjects touching upon the diverse interests of women, a mass of household and gardening hints, cookery recipes, knitting instructions (very opportune at the present time) and many other items of interest. The volume is profusely illustrated and well bound, and most women would enjoy dipping into it at odd moments of leisure. It would make quite a suitable Christmas gift.

Peggy Hutchinson's North Country Cooking Secrets. (3s. 6d. net. Werner Laurie.)

The recipes here collected have appeared in north-country newspapers and have evidently been appreciated by many housewives. We have no doubt they will be equally popular in the south. The book restricts itself to recipes for unusual cakes, tea-time dainties, biscuits, pastries, spice loaves, puddings, cold sweets and savouries. The instructions are clear and easy to follow, and no elaborate or costly ingredients are required. With Christmas and New Year festivities approaching, and the desire at these times to provide something a little out of the ordinary, the book is opportune in its appearance and should meet a real need.

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